

PROCUREMENT PLANNING

INSTRUCTOR GUIDE

FEDERAL ACQUISITION INSTITUTE
CURRICULUM OF PROCUREMENT
TRAINING COURSES
CURRENT THROUGH
FAC 90 - 20

OFFICE OF ACQUISITION POLICY
GENERAL SERVICES ADMINISTRATION

TOPIC: Introduction for the Procurement Planning Course**Reference:** Introduction, Classroom Exercise Book**Objective:** When you finish this lesson, your students should:

- Established working groups
- Be familiar with the course materials



Time: TBD**Method:** Lecture/Group Exercise**LESSON PLAN**

Ref.	Steps In Presenting The Topic	Instructors Notes
	<p>a. Start the course by saying:</p> <p>Good Morning, welcome to the Procurement Planning Course. My name is _____ and I am your instructor for this course.</p> <p>b. Tell the students a little bit about yourself.</p> <p>c. Tell the students you want each of them to come to the front of the class to introduce themselves. But before they do, tell them to turn to the first page in the CE book to the INTRODUCTIONS page (CE I-1).</p>	

CE



CE I-1


Ref.	Steps In Presenting The Topic	Instructors Notes
	<p>Instruct the students that it is mandatory for them to take a reward from the table before they go back to their seat. Tell them not to eat their reward until you tell them to. Also, if they don't want their reward, they can pass it to someone else when you tell them they can.</p> <p><u>Ask</u> each student to help themselves to a reward from the table after they have completed their introduction. .</p> <p>The reward should be, for example:</p> <ul style="list-style-type: none"> •5 sets of pieces of paper with the pieces numbered 1 thru [**]; or •[**] sets of 5 different color highlighters; or •[**] sets of 5 different types of candy or healthy foods to determine the groups; or •combination of highlighters and candy 	<p>The reward will be used to establish Working Groups.</p> <p>Using a "reward" is an alternative to the "count off" method for assigning students in their groups.</p> <p>Divide the number of students in the class by 5 to determine how many groups will be needed. The rewards needs to be based on the number of groups.</p> <p>** number of groups -number dependent upon the number of groups you will have and the number of students within the group; i.e., if 5 groups of 5 you will need 5 ea of 5 different candy bars- 5 Trail mix, 5 Snickers, 5 Almond Joys; 5 boxes of raisins, and 5 rolls of. mints. Keep at least one extra of each candy type for late arrivals.</p> <p>Same applies to highlighters and/or pieces of paper.</p>

Ref.	Steps In Presenting The Topic	Instructor Notes
 CE  Page Intro I-3 thru I-8	<p>d. Assign the students to their working groups</p> <p>Assign groups as follows:</p> <p>All the students with [no. 1; or a green highlighter; or M&M candies, etc.] will be a separate group;</p> <p>[no. 2; or a yellow highlighter]; will be in a separate</p> <p>Complete until all groups have been formed. This is a permanent move for the students for the remainder of the week.</p> <p>Assign the get acquainted exercise: "Group Dynamics."</p> <p><u>Allow 15-20 minutes</u> for this exercise.</p> <p><u>Ask</u> if everyone is ready. If not, give them 5 more minutes.</p> <p>f. Summarize the exercise by asking all the teams:</p> <p>Are all the members of your team satisfied with the ground rules and operating procedures?</p>	


Ref.	Steps In Presenting The Topic	Instructor Notes
	<p data-bbox="427 306 1062 384">Did you add to the list of ground rules and operating procedures on paper?</p> <p data-bbox="427 426 1062 779"><u>Ask</u> the spokesperson from each group to tell the class who their facilitator, recorder, time keeper and spokesperson are and ask if they plan to change those role players throughout the course. If you change role players always identify who the facilitator, recorder, time keeper and spokesperson are before giving your presentation.</p> <p data-bbox="378 821 1078 1020">g. Present a positive image of the course after the introductions have been completed.</p> <p data-bbox="427 1073 1070 1350"><u>State</u>: This is a generic basic acquisition training course designed for the 1102-5/7 or those entry level 1102s. This week, we'll focus our attention on the presolicitation phase. We'll talk about supplies and services but not ADPE or construction. So keep that in mind.</p> <p data-bbox="427 1392 1049 1549"><u>State</u>: Expect to have a good time while you learn this week because this course offers more student involvement and group discussion than lecture.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p><u>Explain</u>: You will be performing individual and group exercises. The best way to teach contract specialists is to actually perform tasks in lieu of listening to someone talk about them. All of the exercises are timed; however, all groups don't work at the same pace, so I'm flexible.</p> <p>Some of the exercises have definitive answers, others were designed to be subjective to encourage meaningful discussion.</p> <p>If the allotted time has expired and some groups are still working, I will usually allow for another 5 minutes to wrap things up.</p> <p><u>Caution</u> the students: In order for you to get the most out of the course, you <u>should</u>:</p> <ul style="list-style-type: none"> • read your assignments and complete your homework, • participate in class, and generally, • have a good time learning. 	

Ref.	Steps In Presenting The Topic	Instructors Notes
TR and CE 	<p>h. Familiarize the students with the course materials.</p> <p><u>Explain:</u> Each of you has a binder containing:</p> <ul style="list-style-type: none"> •the <u>Text Reference (TR)</u>; Appendix to the TR which is an excerpt of the Federal Acquisition Process Course •the <u>Class Exercise Book (CE)</u>. •Appendix A, B <p>Take note of the tabs.</p> <p>Bring <u>the binder</u> and its contents to class everyday</p> <p><u>Tell</u> the students to turn to the first tab which is the Text Reference; tab is labeled TR.</p> <p><u>Explain:</u> The Text Reference (TR) consists of 12 chapters and related appendices.</p> <p><u>Direct</u> the students' attention to the table of contents in the TR. Have the students take a look at the chapters that will be covered. Explain to them this course covers the presolicitation tasks a contract specialist performs.</p> <p><u>Explain:</u> There will be an in-class lesson for every chapter in this Text Reference.</p> <p><u>Advise</u> the class to read the Introduction in the TR at their leisure.</p>	<p>The table of contents is right after the TR title pg.</p> <p>At the end of the TR is an appendix to the PP course which contains excerpts of the Federal Acquisition Process Course. The mat'ls explain what the FAR is and who key players are in the acquisition process.</p>
TR  right after cover pg.		

Ref.	Steps In Presenting The Topic	Instructors Notes
 <p>CE 1-1</p>	<p><u>Advise</u> the students that they are responsible for reading all the chapters. Reading assignments will be given as homework.</p> <p>This book is intended to be used in this classroom and also as a desk reference on the job.</p> <p><u>Ask</u> the students to locate their Class Exercise Book behind the second tab labeled CE. [PAUSE]</p> <p><u>Explain:</u> The Class Exercise Book consists of 12 lessons and the Jeopardy game sheet.</p> <p><u>Direct</u> the students' attention to the table of contents [PAUSE]. Notice, each lesson in the Class Exercise Book corresponds to the chapter in the Text Reference.</p> <p><u>Point out:</u> For example, go to Lesson 1 in the Class Exercise Book. It covers case studies for processing purchase requests from Chapter 1 in the Text Reference. Chapter 1 in the Text Reference tells you step by step how to process purchase requests</p> <p>Case studies completed in the classroom will provide you with an opportunity to practice using this Text Reference as an on-the-job tool.</p>	<p>I will do my best to inform you as to which book to work in-- remind me if I fail to do so.</p>




Ref.	Steps In Presenting The Topic	Instructors Notes
	<p><u>Explain:</u> The Class Exercise Book contains</p> <ul style="list-style-type: none"> •case studies, •scenarios and •other types of exercises • Appendix A, B <p><u>Explain:</u> Some exercises will require you to work individually and others will require group work.</p> <p>i. Discuss Administrative Details</p> <p><u>Explain</u> the whereabouts of the restrooms, eating spots, beverage places (or call on students who are familiar with the area).</p> <p><u>State:</u></p> <ul style="list-style-type: none"> • Class is from 8 a.m. to 4:30 p.m. (3:30 to 4:30 is time set aside for completing reading and homework assignments. Also, I am available to assist you if needed.) • You will be given two (2) twenty minute breaks--one in the morning and one in the afternoon and one hour for lunch. 	


Ref.	Steps In Presenting The Topic	Instructor Notes
<p>CE</p>  <p>I-9</p>	<p>j. Turn to the Introduction in the Classroom Exercise Book</p> <p><u>Locate</u> the letter identifying the course objectives on pg. CE I-9.</p> <p><u>Give</u> the students an opportunity to scan the letter.</p> <p><u>Allow</u> students an opportunity to ask any questions they may have about the course, the materials, etc.</p> <p><u>Tell</u> the students we will try to follow the agenda that follows this letter as closely as possible.</p> <p>END OF INTRODUCTION; BEGIN LESSON 1.</p>	

TOPIC: PROCESSING PURCHASE REQUESTS**Reference:** Chapter 1, TR Pages 1-1 to 1-9**Objective:** When you finish this introduction, your students should be able to:

- Define purchase request.
- Define requiring activity.
- Identify the steps in processing purchase requests.

Time: TBD**Method:** Lecture/Discussion and Exercises**LESSON PLAN**

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>[Solicit answers to the following questions before providing your own.]</p> <ul style="list-style-type: none"> • Question: What do you think starts the procurement process? • Answer: Receipt of the purchase request. Some agencies refer to purchase requests as PRs or requisitions. 	<p>This Question/ Answer "ice-breaker" is used to help the students feel relaxed and to find out how much they know. This is simply an introduction to the lesson and you should not force students to answer questions.</p>
	<ul style="list-style-type: none"> • Question: How many of you are familiar with purchase requests? How many are not? • Answer: Anticipate both yes and no answers. 	
 TR 1-3	<ul style="list-style-type: none"> • Question What is the definition of a PR? • Answer: The purchase request is a document that describes needed supplies and/or services, including all enclosures and attachments. a. State: Your primary goal is to accept an adequate PR. For the purpose of this course, I will be referring to the purchase request as the "PR." 	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<ul style="list-style-type: none"> • Question: What must the PR have in order for you to accept it? • Answer: The PR must have: <ul style="list-style-type: none"> • All appropriate signatures • Proper funding and date funds expire • Clear, definitive specifications, statement of work, or description of supplies/services • Realistic delivery date • Special instructions • State: If you cannot accept the PR as submitted you will either <ul style="list-style-type: none"> • Obtain more information • Reject the PR and return to submitter <p>Let's define Procurement Official.</p> <p>This is any civilian or military official or employee of an agency who has participated personally and substantially in an agency procurement, including all officials and employees who are responsible for reviewing or approving the procurement.</p> <p>b. Define Requiring Activity</p> <p>The Requiring Activity, also called the RA is the office responsible for the requirement. For the purpose of this course, I will be referring to the requiring activity as the "RA." This may or may not be the actual end user. When an agency or requiring activity has a need, the contracting office is notified by receipt of a purchase request sent by the requiring activity.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
CE 1-3 thru 1- 21	<p data-bbox="378 247 1068 390">c. Direct the students' attention to the Class Exercise book.</p> <p data-bbox="427 428 1068 541"><u>Ask</u> the students to remove the three PRs from their CE book beginning on CE 1-3 to 1-21.</p> <p data-bbox="427 583 1068 823">The Grounds Maintenance PR is four (4) pages, The Fireworks PR is one (1) page, and The Security Systems PR is five (5) pages and has three line items.</p> <p data-bbox="427 865 1068 1104">Each of you have been given three (3) folders. Please put each PR in a folder and label the folder according to the PR. Bring these folders to class everyday because you will be working with them all week. Be careful not to lose the PRs.</p>	<p data-bbox="1092 386 1442 489">Make sure all students have removed their PRs before moving on.</p>

Purchase Request Review

REQUISITION FOR EQUIPMENT, SUPPLIES, OR SERVICES						1. PAGE 1 OF 4 PAGES				
2. REQUISITION NUMBER F34592		3. STOCKROOM CONTROL NO.		4. STOCKROOM CODE NO.		5. DATE PREPARED 10/15/91		6. JOB NUMBER		
7. TO (<i>Stockroom - name and location</i>) Director of Contracting Federal Dept. of Administrative Services 552 Landing Blvd. Washington DC 20002					8. FROM (<i>Requisitioning point - name and location</i>) Forest Hill Federal Management Office Headquarters, Office of Parks & Recreation 2426 Carnation St. Washington DC 20400					
9. ALLOTMENT AND EXPENSE ACCOUNTS CHARGEABLE 127.2.SOOP0920.10.21.H40.110					10. SIGNATURE OF APPROVING OFFICER					
11. FOR INFORMATION CALL (<i>name, telephone number, and extension</i>) Francis Love (110) 370-5511 Ext. 32					12. TITLE OF APPROVING OFFICER Executive Assistant					
FORM OR STOCK NUMBER (13)	DESCRIPTION OF ARTICLES OR SERVICES (14)				QUAN- TITY (15)	UNIT (16)	UNIT PRICE (17)	AMOUNT (18)		QUANTITY RECEIVED (19)
0001	Grounds maintenance				6	mths	9000.	54,000	00	
20. DELIVER TO (<i>Give complete address, including ZIP Code</i>) Desert Storm Museum 3115 Keystone Dr. Washington DC 20040 ATTN: J. Gallo Phone: (110) 485-1234					TOTAL AMOUNT ➔			45,000	00	
21. SHIPPED VIA FREIGHT PARCEL POST EXPRESS MAIL										
22. FILLED BY			23. PACKED B				24. CHECKED BY			
25. BILL OF LADING NUMBER								26. DATE SHIPPED		
27. THE ABOVE ITEMS OR SERVICES WERE RECEIVED EXCEPT AS INDICATED ABOVE.										
SIGNATURE					TITLE				DATE	

NOTE: Acquisition of nonexpendable items are to be fully justified on face of requisition.

GENERAL SERVICES ADMINISTRATION

GSA FORM 49 (REV. 10-8)

Desert Storm Museum
Grounds Maintenance
Performance Work Statement

Part 1. Scope of Work

1.1 General

Provide grounds maintenance at the Desert Storm Museum starting April 1, 1992. Grounds maintenance shall consist of mowing, trimming, raking, edging, and watering lawn areas; mulching, and weeding flower beds, shrub beds, and trees; and removing trash from grounds..

Part 2: Materials

2.1 Necessary tools, equipment, supplies, and materials for the work at the Museum shall be provided by the Government.

2.2 Mulch and water will be provided by the Government.

Part 3: Execution

3.1 GENERAL

Prior to mowing, remove trash, twigs, and debris that may injure persons, property or equipment. Clippings and debris from all operations under this contract shall be promptly removed from walks and non-lawn areas to an area designated by the Contracting Officer's Representative (COR).

3.2 Mowing

3.2.1 All mowers shall be set to cut at not less than 2 inches as measured on a flat smooth surface.

3.2.2 Grass shall be mowed on a 7 day cycle except during July and August when mowing shall be on a 14 day cycle or when growth rate is such that these frequencies are not practical. Grass shall be mowed whenever the average height is 1 1/4 times the mower setting. Mowing may be delayed at the discretion of the COR.

3.2.3 Mowing shall be performed using sharp, well maintained equipment and in a manner which will not leave visible windrows or piles of clippings or ridges, scalped areas or other uneven cutting.

3.3 Trimming and Edging

Trimming and edging shall be at the request of the COR. Trim along edges of plant beds and next to all vertical surfaces, i.e., signs, benches, light fixtures where mowing is not possible; edge of sidewalks and outside curbs; and remove weeds and grass growth from curbs and crack areas. Trim and edge to produce a neat, crisp, clean appearance and to prevent encroachment of lawn grass into shrubs or other areas not designed to have turf.

Trimming and edging shall be done at least once per week at all areas.

3.4 Mulching and Weeding

After weeding, apply Government-provided mulch around approximately 30 trees, shrubs at Museum entrance, and shrubs along the side of the Museum. Apply uniformly covering the area of plant surface beds at a loose measurement depth of at least 3 inches or as otherwise directed by the COR.

3.5 Watering as required and directed by the COR to maintain adequate soil moisture to promote deep root of plant materials. Perform slowly to avoid damage to planting and obtain depth penetration of 4-5 inches.

3.6 Groundskeeping

Remove all leaves, trash, and debris from landscaped areas, walks, and roadways to enhance the appearance of the area and to protect visitors and resources, as directed by the COR. Promptly load and haul trash to designed on-site dumpsters.

Part 4: Work Schedule Procedures

4.1 Work shall commence on April 1, 1992 and shall not exceed September 30, 1992 including a one year option. The Government reserves the right to exercise the option for grounds maintenance services on October 1, 1992. Written notification to the contractor 30 days prior to the exercise of the option is required.

4.2 A log sheet will be maintained by the COR showing times in/out of the contractor's crew, number of crew, and tasks performed.

4.3 An advance work schedule (weather permitting) will be provided to the COR on Friday of each week for the following week, including schedule for mowing.

4.4 Work schedule shall be as follows:

<u>Months to Work</u>	<u>Days to Work</u>	<u>Hours to Work</u>
4/1 thru 9/30	Wednesday & Thursday	8:30 a.m. to 12:00 noon 12:30 p.m. to 3:00 p.m.

4.5 Should it be raining at the time of departure of the contractor's crew from the staging area, contractor will not report to the Desert Storm Museum for work that day. The crew shall be dismissed during the day from the area should rain start after reporting to the work site. The dismissal will be at the direction of the COR if conditions prohibit completion of the tasks outlined in the scope of work.

Part 5: Property Damage

The contractor shall be responsible for replacement of government equipment or plant material damaged through any negligence caused by the Contractor's crew.

Part 6: Recommended Sources

1. Fantastic Lawns at Fantastic Prices
3434 Lawn Ave.
Washington DC 20044
2. Green Lawns 4 U
30 North Greenway St.
Washington DC 20039
3. The Green Thumb
1160 Greenhouse Lane
Washington DC 20045

Part 7: Billing Procedures

Billing shall be on a daily rate basis, invoicing monthly. Contractor will provide an average of 33 hours of 100% efficiency rate per day. The contractor shall provide the Government a current list of each employee's efficiency rate. Late submission or the inability to provide such a list shall result in delaying payment until all appropriate information is provided.

Send invoices to : Administrative Officer
Forest Hill Federal Management Office
Headquarters, Office of Parks & Recreation
2426 Carnation St.
Washington DC 20400

Attention: Vanessa Chamberlain

Purchase Request Review

REQUISITION FOR EQUIPMENT, SUPPLIES, OR SERVICES						1. PAGE OF 1 1 PAGES	
2. REQUISITION NUMBER F34594		3. STOCKROOM CONTROL NO.		4. STOCKROOM CODE NO.		5. DATE PREPARED October 15, 1991	
6. JOB NUMBER							
7. TO (Stockroom - name and location) Director of Contracting Federal Dept. of Administrative Services 552 Landing Blvd. Washington DC 20002				8. FROM (Requisitioning point - name and location) Forest Hill Federal Management Office Headquarters, Office of Parks & Recreation 2426 Carnation St. Washington DC 20400			
9. ALLOTMENT AND EXPENSE ACCOUNTS CHARGEABLE				10. SIGNATURE OF APPROVING OFFICER			
11. FOR INFORMATION CALL (name, telephone number, and extension) Steven Wonder (110) 370-5100 Ext. 15				12. TITLE OF APPROVING OFFICER Executive Assistant			
FORM OR STOCK NUMBER (13)	DESCRIPTION OF ARTICLES OR SERVICES (14)	QUAN- TITY (15)	UNIT (16)	UNIT PRICE (17)	AMOUNT (18)		QUANTITY RECEIVED (19)
0001	Fireworks display for Desert Storm Museum dedication ceremony	1	display	75,000	75,000	00	
						00	
						00	
20. DELIVER TO (Give complete address, including ZIP Code) Desert Storm Museum 3115 Keystone Dr. Washington DC 20040 ATTN: J. Gallo Phone: (110) 485-1234				TOTAL AMOUNT ➡		75,000	00
				21. SHIPPED VIA FREIGHT PARCEL POST EXPRESS MAIL			
22. FILLED BY		23. PACKED BY		24. CHECKED BY			
25. BILL OF LADING NUMBER						26. DATE SHIPPED	
27. THE ABOVE ITEMS OR SERVICES WERE RECEIVED EXCEPT AS INDICATED ABOVE.							
SIGNATURE				TITLE		DATE	

NOTE: Acquisition of nonexpendable items are to be fully justified on face of requisition.

GENERAL SERVICES ADMINISTRATION

GSA FORM 49 (REV. 10-8)

REQUISITION FOR EQUIPMENT, SUPPLIES, OR SERVICES						1. PAGE OF 1 5 PAGES			
2. REQUISITION NUMBER F34593		3. STOCKROOM CONTROL NO.		4. STOCKROOM CODE NO.		5. DATE PREPARED October 15, 1991		6. JOB NUMBER	
7. TO (Stockroom - name and location) Director of Contracting Federal Dept. of Administrative Services 552 Landing Blvd. Washington DC 20002					8. FROM (Requisitioning point - name and location) Forest Hill Federal Management Office Headquarters, Office of Parks & Recreation 2426 Carnation St. Washington DC 20400				
9. ALLOTMENT AND EXPENSE ACCOUNTS CHARGEABLE 127.2.SOOP910.10.31.H40.923					10. SIGNATURE OF APPROVING OFFICER				
11. FOR INFORMATION CALL (name, telephone number, and extension) Gene Poole (110) 370-5511 Ext. 40					12. TITLE OF APPROVING OFFICER Executive Assistant				
FORM OR STOCK NUMBER (13)	DESCRIPTION OF ARTICLES OR SERVICES			QUAN- TITY (15)	UNIT (16)	UNIT PRICE (17)	AMOUNT (18)		QUANTITY RECEIVED (19)
0001	TV Surveillance Equipment			5	ea.		84,500	00	
	•video cameras			5	ea.				
	•video monitors			1	ea.				
	•video cassette recorder			1	ea.				
	•master control			4	ea.	26,000	102,000	00	
0002	X-ray Inspection System			4	ea.				
0003	Credenza, Office, 29X66X18			4	ea.	300.00	1,200	00	
20. DELIVER TO (Give complete address, including ZIP Code) Desert Storm Museum 3115 Keystone Dr. Washington DC 20040 ATTN: Julius Gallo Phone: (110) 485-1234					TOTAL AMOUNT ➡		187,700	00	
					21. SHIPPED VIA FREIGHT PARCEL POST EXPRESS MAIL				
22. FILLED BY			23. PACKED BY			24. CHECKED BY			
25. BILL OF LADING NUMBER							26. DATE SHIPPED		
27. THE ABOVE ITEMS OR SERVICES WERE RECEIVED EXCEPT AS INDICATED ABOVE.									
SIGNATURE					TITLE			DATE	

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GENERAL SERVICES ADMINISTRATION
GSA FORM 49 (REV. 10-8)

PERFORMANCE WORK STATEMENT
SURVEILLANCE EQUIPMENT
DESERT STORM MUSEUM

Item 0001

1. Scope of Work

1.1 The work to be performed consists of furnishing all plant, labor, materials, equipment, tools and transportation necessary to install television surveillance systems at the Desert Storm Museum.

1.2 The contractor shall perform all work in accordance with applicable government regulations. Work shall be accomplished in such a manner as to minimize the possibility of damage to government property, loss of production time and to safeguard the health and welfare of government and contractor personnel.

2. Surveillance Equipment

The contractor shall install and provide the most contemporary television surveillance equipment under the contract. The surveillance system consists of 5 cameras, 5 monitors, one video cassette recorder (VCR), and one master control.

2.1. Cameras

2.1.1 The video cameras shall operate on 24 VDC. The cameras can be required to have 180 degree horizontal and 90 degree vertical surveillance with zoom capability and controlled from where the monitors will be located. The cameras shall be low light compensated.

2.1.2 Exterior cameras shall also be weatherproof. Cameras shall be equipped with a filter or some feature to avoid focus problems as a result of sun rays. Cameras shall be installed in tamperproof housing and capable of providing coverage of areas as specified.

2.1.3 Cameras shall have automatic sweep and characterized with random movement to prevent someone from becoming familiar with its system of movement. The cameras shall be equipped with manual operation and the capability to zoom in on any location within the scope of the area covered.

2.2 Video Monitors

2.2.1 The video monitors shall have 800 line resolution switchable DC restoration, regulated power supply, 14 KV bright display, a video selector switch, 75 ohm switchable termination, CRT preheating, isolated power transformer, led power indicator, 15 inch picture tube, 110 degree deflection, integral explosion protection, two UHF loop-through video connectors.

2.2.2 Monitors are to operate on 115 VAC, composite video capable of being connected to a video cassette recorder.

2.3 Video Cassette Recorder

2.3.1 The Video Cassette Recorder (VCR) shall be compatible with system and have both record and playback capability operable on 115 VAC.

Surveillance Equipment, Cont.

2.3.2 The VCR shall be capable of recording from any monitor.

2.4 Master Control with following features:

2.4.1 The Master Control shall be installed in a cabinet in the security area of the museum. The control unit shall allow zoom, horizontal and vertical control of each camera location separately. Operate on 115 VAC, 60 hz.

3. Location of Equipment

3.1 Cameras

3.1.1 Camera #1 to be located on the first floor east hallway across from the men's and women's lavatories.

3.1.2 Camera #2 to be located across the street of the northeast corner of the museum mounted on telephone pole.

3.1.3 Camera #3 to be located at the southeast corner on top of the museum.

3.1.4 Camera #4 to be located at the west corner on top of the museum above the back door of the museum.

3.1.5 Camera #5 to be located in the foyer at the entrance of the museum on top of the museum for viewing the front and vicinity with horizontal and vertical sweep movement.

3.2 Other Equipment

3.2.1 The VCR, master control and monitors shall be installed and housed in a console for easy access and operation of the surveillance system.

4. Procedures for Installation

4.1 Workmanship:

4.1.1 The work shall be executed in a careful and professional manner and in compliance with the accepted trade practices by personnel skilled and experienced in installation of television surveillance equipment.

4.1.2 The contractor shall agree, upon installation of all television surveillance equipment and its associated intercomponent wiring/cabling and conduit under the contract, that the associated intercomponent wiring/cabling and conduit shall be the property of the government.

4.1.3 The government reserves the right to request removal of all the associated intercomponent wiring/cabling and conduit from the museum by the contractor at no expense to the government.

4.2 Hours of Work

All installation work as required by the contractor shall be performed during normal duty hours. These hours are 7:30 am to 4:15 pm, Monday thru Friday.

4.3 Wiring

The contractor shall install all equipment listed and any additional miscellaneous parts/materials necessary for completely operational system. Electrical wiring shall be installed in accordance with the National Electrical Code - 1991. Overhead wiring shall be installed at a maximum height and as approved by the COR.

5: Inspection and Acceptance

5.1 The Quality Assurance Evaluator (QAE), Victor Newman or alternate, Bradley Carlton, are responsible for inspection and acceptance of work performed under this contract. The contractor shall notify the QAE prior to commencing installation work and upon completion of the installation work for certification of services.

6. Training

6.1. Upon acceptance of the new TV Surveillance system by the COR, the contractor shall provide initial training as determined by the QAE to the building monitor responsible for the operation of the TV surveillance systems.

6.2 The QAE, building monitor and contractor shall agree when the training sessions are to be held and its duration. Training shall be completed not later than 30 days after the installation acceptance date.

7. Recommended Sources

1. Alarm & Security Equipment Inc.
50 West Town St.
Washington DC 10059
(110) 450-7800
2. Tri-State Unlimited Security Systems Inc.
2504 Denver St.
Brooklyn SC 23555

X-Ray Fluoroscopic System
Model 58367
Item 0002

1. AC Power Cord: not less than 10 feet long
2. X-ray beam collimator: adjustable
3. Indicator Lights: Built-in indicating power on, x-ray on, and overheating conditions
4. Indicating meters: Built-in for line voltage and current indications
5. Controls: A. Remote operating cord: Not less than 8 feet long
B. Line Voltage adjustment: Built-in
6. Thermal overload protection: Built-in
7. X-ray tube output: Continuous output X-ray beam rated at 80 kV peak at 3 mA; able to be reliably used in screen fluoroscopy, with conventional or Poloraid X-ray film, and with image storage panels
8. Overall size: Not to exceed 2 ft. x 2.5 ft. x 2 ft.
9. Operational Weight: No greater than 50 lbs.
10. Power Requirements: 110-130 vac single phase 50/60 HZ
11. Powered Conveyor: A. able to handle up to 150 lbs.
B. 4 feet long

Recommended Source

Quality Detection Systems, Inc.
501 Race St.
Cincinnati, OH 45444

TOPIC: PROCESSING PURCHASE REQUESTS

Reference: Chapter 1, TR 1-5 thru 1-10

Objective: When you finish this lesson, your students should be able to:

- Identify omissions and deficiencies in a purchase request

Time: TBD

Method: Case Studies/Lecture/Discussion

LESSON PLAN

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>a. Step 1 Show VG 1-1: Identify Omissions/ Deficiencies</p> <p><u>Begin</u> by telling the students:</p> <ul style="list-style-type: none">• Before processing a PR, you must first review the PR to determine if it's acceptable.	
TR 1-5	<p>On TR 1-5, there is a PR review checklist form that a contract specialist would use to list any omissions and/or deficiencies in the PR, sign & date the form, and maintain this form in the contract file.</p> <p><u>Explain:</u> This is a generic GSA PR form and the forms used by your agency may not look the same. For the purpose of this course, we will use the generic GSA PR form.</p> <p>This form was designed to illustrate how it can be used for maintaining a record of omissions/deficiencies for the contract file. You should use your agency specific form if available, or if your office doesn't have a PR checklist form, you can suggest you start using one.</p>	

PR REVIEW CHECKLIST

ELEMENTS OF A PR	OMISSIONS/DEFICIENCIES
Approvals & Reviews	
Funding	
Quantity	
Description	
Packaging/Marking	
Inspection/Acceptance	
Delivery/Shipment	
Contract Administration	
Special Provisions/Clauses	
Technical Evaluation Factors	
Sources	
Acquisition Plan	
SIGNATURE	DATE

VG 1-2

(CE 1-23 and TR 1-5)

Ref.	Steps In Presenting The Topic	Instructor Notes
TR 1-6 thru 1-9	<p>The TR provides a Typical Omissions and Deficiencies in PRs chart on TR1-6 to 1-9 to use in analyzing a purchase request. Let's take a look at the areas in the chart you need to be concerned about right now.</p> <p>Column 1 lists the elements. Column 3 identifies the typical omissions Column 5 identifies the typical deficiencies. We will be using these 4 pages.</p> <p>In the left column of the checklist, are the elements that should be considered when determining acceptability. [Pause]</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
CE 1-23 to 1-27	<p data-bbox="378 237 998 331">b. Assign Case Study 1-1, CE 1-23, 1-25, & 1-27:</p> <p data-bbox="427 363 1006 478"><u>Ask</u> the students to remove the PR checklists from their binder for all three PRs.</p> <p data-bbox="427 485 990 520"><u>Show</u> VG 1-3: PR Review Checklist</p> <p data-bbox="427 562 1060 678"><u>Explain</u> that the class will be completing the review of the Grounds Maintenance PR together.</p> <p data-bbox="427 720 1002 793"><u>State</u> the element (e.g., APPROVALS AND REVIEWS)</p> <p data-bbox="427 835 954 871"><u>Give</u> the definition for the element.</p> <p data-bbox="427 913 1018 987"><u>Explain</u> what are typical omissions and deficiencies for that element.</p> <p data-bbox="427 1029 1034 1064"><u>Ask</u> the students the questions provided.</p> <p data-bbox="427 1106 974 1142"><u>Solicit</u> responses from the students.</p> <p data-bbox="427 1184 1010 1260">As you walk the students through each element, <u>write</u> the solution on VG 1-2.</p> <p data-bbox="427 1302 969 1375"><u>Direct</u> the students to complete their checklist form.</p> <p data-bbox="427 1417 938 1512"><u>REPEAT STEPS FOR EACH ELEMENT</u></p>	<p data-bbox="1092 258 1433 426">You will discuss what to do when omissions and deficiencies are discovered following this part of the lesson.</p>



ELEMENT	APPROVALS AND REVIEW (block 10)
Definition	A PR must be reviewed, approved, and signed by an authorized government official. Approvals and reviews include all attachments indicating approval to proceed.
TYPICAL OMISSIONS/	Missing one or more approvals or reviews required by agency policy.
TYPICAL DEFICIENCIES	Need for additional justifications and/or waivers (based on analysis of other omissions and deficiencies).
QUESTIONS/ANSWERS	How many approval signatures are shown? One How many omissions did you find? None What about deficiencies? None
Write on VG in the Omissions/Deficiencies Column	No problems

Element	FUNDING (blocks 9, 18)
Definition	The accounting data and the amount shown on the PR represent the amount of money available for this requirement.
TYPICAL OMISSIONS/	Did not cite both (a) source of funds and (b) amount of funds OR No supporting documentation for absence of a fund citation.
TYPICAL DEFICIENCIES	Wrong fund citation. Funds are not realistic.

Purchase Request Review

	FUNDING (Continued)
QUESTIONS/ANSWERS	<p>Were the funding requirements provided? Yes.</p> <p>What is the total dollar amount? Funding is \$54,000.</p> <p>What data has been omitted, if any? None.</p> <p>Are there any deficiencies? None.</p>
Write on VG in the Omissions/ Deficiencies Column	No problems
ELEMENT	QUANTITY (blocks 15, 16) See Part 4, 4.1 (April-Sept)
Definition	Specific number units of the product for supplies (reams of paper) or units of the time period for services (months for performance).
TYPICAL OMISSIONS/	<p>No quantity specified OR No unit of issue specified OR No Independent Government Cost Estimate</p>
TYPICAL DEFICIENCIES	Quantities or units are not consistent with requirement, as finally definitized
QUESTIONS/ANSWERS	<p>What quantity is required? 6 months (Part I, 1.1)</p> <p>Are there any omissions? None</p> <p>How many deficiencies did you find? None</p>
Write on VG in the Omissions/ Deficiencies Column	No problems

ELEMENT	DESCRIPTION OF REQUIREMENT (block 14)
Definition	<p>Description of the supply and/or service either on the face of the PR (off the shelf items) or in the statement of work or specification attached (government-unique requirements).</p> <p>For the purposes of this review, in-depth review of the statement of work will be performed in Lesson 4. Students should only be concerned with omission of the description in its entirety.</p>
TYPICAL OMISSIONS/	Missing
TYPICAL DEFICIENCIES	Description is vague & ambiguous and/or insufficiently restrictive (Lesson 4)
QUESTIONS/ANSWERS	<p>What is required? Grounds maintenance services</p> <p>Was the description provided? Yes</p>
Write on VG in the Omissions/ Deficiencies Column	No problems
ELEMENT	PACKAGING & MARKING (look at attachmts)
Definition	Instructions specify how the item should be packaged and marked
TYPICAL OMISSIONS/	Missing data
TYPICAL DEFICIENCIES	<p>Proposed packaging & marking instructions are vague; ambiguous; overly restrictive; or inconsistent with the requirement.</p> <p style="text-align: center;">OR</p> <p>Special instructions are necessary, given the requirement (e.g., long storage time or overseas shipments).</p>

Purchase Request Review

ELEMENT	PACKAGING & MARKING (CONTINUED)
QUESTIONS/ANSWERS	<p>Are there any omissions?</p> <p>Yes, there is no reference to packaging/ marking in the PR.</p> <p>Why have packaging and marking been excluded?</p> <p>Packaging & marking are not needed when the end item is for services performed with no deliverable.</p>
Write on VG in the Omissions/ Deficiencies Column	No problems
ELEMENT	INSPECTION AND ACCEPTANCE (look at attachmts)
Definition	Criteria that answer the where, when, and how and the name of the person responsible for inspection and acceptance.
TYPICAL OMISSIONS/	<p>Missing name of person responsible for inspection and acceptance</p> <p>OR</p> <p>Did not specify place (origin or destination) of inspection/acceptance</p>
TYPICAL DEFICIENCIES	<p>Proposed inspection & acceptance criteria or testing procedures are vague, ambiguous, overly restrictive, or inconsistent with the requirement..</p> <p>OR</p> <p>Omitted special instructions when needed</p>
QUESTIONS/ANSWERS	<p>Who will inspect and accept? Where? When? How?</p> <p>Required information was omitted.</p>
Write on VG in the Omissions/ Deficiencies Column	Required information was omitted

ELEMENT	DELIVERY AND SHIPMENT (Subpart 4.4)
Definition	The how, where, and when of delivery or performance.
TYPICAL OMISSIONS/	<p>No delivery/performance date</p> <p style="text-align: center;">OR</p> <p>Delivery not shown as a calendar date (ASAP, Immediately, etc.)</p> <p style="text-align: center;">OR</p> <p>Shipping address or place of performance is missing, incomplete, vague, or ambiguous.</p>
TYPICAL DEFICIENCIES	Delivery date is not reasonable.
QUESTIONS/ANSWERS	<p>When is delivery expected?</p> <p>Every Wednesday & Thursday, 4/1/92 - 9/30/92</p> <p><u>Note:</u> Performance is expected rather than delivery. Performance will be accomplished when the services are rendered throughout the contract period.</p> <p>What type of omissions and deficiencies did you find?</p> <p>No omissions or deficiencies:</p> <p><u>Note:</u> It is reasonable to contract for these services by APR 1</p>
Write on VG in the Omissions/Deficiencies Column	No problems

Purchase Request Review

ELEMENT	CONTRACT ADMINISTRATION
Definition	The PR should identify the individual or office to contact after award of the contract.
TYPICAL OMISSIONS/	No/COR/COTR identified. No special requirements
TYPICAL DEFICIENCIES	Proposed special contract administration requirements are vague, ambiguous, overly restrictive, or are not consistent with the specification or SOW OR Special contract administration procedures are necessary, given the requirement.
QUESTIONS/ANSWERS	Who is responsible for administration? This information was omitted in its entirety.
Write on VG in the Omissions/ Deficiencies Column	This information was omitted.

ELEMENT	SPECIAL PROVISIONS AND CLAUSES
Definition	A special <u>provision</u> is a unique term or condition that would apply only in the solicitation and only before contract award. A special <u>clause</u> is a unique term or condition that would apply in both the solicitation and contract after award.
TYPICAL OMISSIONS/	No special requirements identified by the RA.
TYPICAL DEFICIENCIES	Proposed provisions or clauses are inconsistent with requirement, vague, ambiguous, overly restrictive, or otherwise not applicable.

ELEMENT	SPECIAL PROVISIONS AND CLAUSES (CONTINUED)
QUESTIONS/ANSWERS	Are there any special provisions & clauses? Yes, GFP. What type of omissions and deficiencies did you discover? None
Write on VG in the Omissions/ Deficiencies Column	No problems

ELEMENT	TECHNICAL EVALUATION FACTORS
Definition	Factors are Quantitative and may be qualitative that apply to a specific procurement for determining an offeror's capabilities and technical competence.
TYPICAL OMISSIONS/	No factors provided and award will not be based on price or price-related factors
TYPICAL DEFICIENCIES	Proposed evaluation factors are not reliable or valid, given the specification or statement of work.
QUESTIONS/ANSWERS	Not Covered: Tech. Eval. Factors are not covered in depth in this course. Explain that the Negotiation and Source Evaluation Procedures courses will cover this topic.
Write on VG in the Omissions/ Deficiencies Column	N/A

Purchase Request Review





ELEMENT	SOURCES (Part 6)
Definition	Recommended vendors provided by the requiring activity.
TYPICAL OMISSIONS/	Only one source recommended without justification OR Requests restricting competition to specified sources and justification is not provided
TYPICAL DEFICIENCIES	Proposed restrictions on competition are not valid or justification is inadequate.
QUESTIONS/ANSWERS	Who are the recommended sources? 1. Fantastic Lawns at Fantastic Prices 2. Green Lawns 4 U 3. The Green Thumb Identify the omissions and deficiencies. None.
Write on VG in the Omissions/Deficiencies Column	No problems

ELEMENT	ACQUISITION PLAN
Definition	A comprehensive, step-by-step strategy for managing and fulfilling an agency requirement. This is not to be confused with a "Procurement Plan" developed by the Contracting Office handling the procurement. Acquisition Plans <u>will not</u> be covered in this course.
TYPICAL OMISSIONS/	N/A
TYPICAL DEFICIENCIES	N/A
QUESTIONS/ANSWERS	N/A
Write on VG in the Omissions/Deficiencies Column	No problems

CASE STUDY 1-1

PR REVIEW CHECKLIST FOR GROUNDS MAINTENANCE REQUIREMENT


ELEMENTS OF A PR	OMISSIONS/DEFICIENCIES
Approvals & Reviews	<i>No problems</i>
Funding	<i>No problems</i>
Quantity	<i>No problems</i>
Description	<i>No problems</i>
Packaging/Marking	<i>No problems</i>
Inspection/Acceptance	<i>Requried data is omitted</i>
Delivery/Shipment	<i>No problems</i>
Contract Administration	<i>Required data is omitted</i>
Special Provisions/Clauses	<i>No problems</i>
Technical Evaluation Factors	<i>THIS IS NOT COVERED IN DEPTH IN THIS COURSE</i>
Sources	<i>No problems</i>
Acquisition Plan	<i>THIS IS NOT COVERED IN THIS COURSE</i>
SIGNATURE	DATE:

Ref.	Steps In Presenting The Topic	Instructor Notes
    CE 1-25	<p>c. Case Study 1-1 Summary</p> <ul style="list-style-type: none"> Question: Why are these elements important? Answers: If any of the elements are omitted or deficient, the contract specialist would not be able to fulfill the requirement. Question: How many of you are now able to analyze these elements for omissions and deficiencies for every PR you receive? [Solicit discussion] <p>d. Assign Case Study 1-2, CE 1-25: Review PR For Fireworks</p> <p>Now that we have identified the omissions and deficiencies in the Grounds Maintenance PR, you will analyze the PR for fireworks for omissions/deficiencies as a group.</p> <p>Give the students 5 minutes to perform this exercise.</p> <p>Tell the students to get the PR package for fireworks and complete the checklist as they locate problems in the PR. Also use the chart on TR 1-6 to 1-9.</p> <p>Solicit answers from students who express an interest in answering and begin with the first element on the checklist.</p>	<p>Walk around the class to make sure everyone is participating. Ask questions such as "do you understand the exercise; are you having any problems?"</p> <p>Completed checklist and PR follow this page.</p>

CASE STUDY 1-2

PR REVIEW CHECKLIST FOR FIREWORKS DISPLAY REQUIREMENT




ELEMENTS OF A PR	OMISSIONS/DEFICIENCIES
Approvals & Reviews	<i>no problems</i>
Funding	<i>fund citation omitted/none</i>
Quantity	<i>no problems</i>
Description	<i>specifications omitted in its entirety</i>
Packaging/Marking	<i>N/A - display is a service</i>
Inspection/Acceptance	<i>Omitted in its entirety</i>
Delivery/Shipment	<i>Omitted in its entirety</i>
Contract Administration	<i>Omitted in its entirety</i>
Special Provisions/Clauses	<i>Omitted in its entirety/none</i>
Technical Evaluation Factors	<i>N/A</i>
Sources	<i>no sources/none</i>
Acquisition Plan	<i>N/A</i>
SIGNATURE	DATE:

Ref.	Steps In Presenting The Topic	Instructor Notes
 CE 1-27 TR 1-6 thru 1-9	e. Case Study 1-2 Summary	
	<p><u>Explain:</u> Many times the contracting office is expected to begin processing PRs without the entire package. You can see the majority of the elements you are supposed to consider before processing a PR are missing.</p> <p>f. Assign Case Study 1-3, CE 1-17</p> <p>Review PR For Security Systems.</p> <p><u>Have</u> students work in their groups. <u>Remind</u> them to follow the rules and procedures they established for their group. They should select a spokesperson to present the group's answer to the case study.</p> <p><u>Explain</u> that contract specialists will find that they will have to brief higher level officials and these presentations will provide the practice necessary for making presentations on the job.</p> <p><u>Tell</u> the students to get the PR package for security systems. Follow the same procedures you have followed in the two previous exercises. Use the checklist for security systems and the TR chart for guidance.</p> <p><u>Allow</u> 15 minutes for this exercise.</p> <p><u>Randomly ask</u> the groups to identify any omissions/deficiencies.</p>	

CASE STUDY 1-3

PR REVIEW CHECKLIST FOR SECURITY SYSTEMS REQUIREMENT




ELEMENTS OF A PR	OMISSIONS/DEFICIENCIES
Approvals & Reviews	<i>no signature</i>
Funding	<i>Deficient - amount for 0002 should be \$104,000 total amount of PR should be \$189,700</i>
Quantity	<i>No problems</i>
Description	<i>More info on credenza is needed</i>
Packaging/Marking	<i>deficient for 0002 & 0003/none</i>
Inspection/Acceptance	<i>deficient for 0002 & 0003/none</i>
Delivery/Shipment	<i>no delivery or completion date/none</i>
Contract Administration	<i>no information provided</i>
Special Provisions/Clauses	<i>No problems</i>
Technical Evaluation Factors	<i>N/A</i>
Sources	<i>Deficient in the number of sources for all lines (only one source given for the X-Ray equipment and no justification, only 2 for TVs and none for credenza)</i>
Acquisition Plan	<i>N/A</i>
SIGNATURE	DATE:





Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>PRAISE THE CLASS FOR DOING A GREAT JOB!</p> <p>g. Case Study 1-3 Summary</p> <p> • Question: What's different about this PR?</p> <p>Answer: It has three line items (0001, 0002, & 0003).</p> <p> • Question: Is this typical of PRs received by contracting offices?</p> <p>Answer: Yes, it's not unusual to see multiple line items on a single PR.</p> <p> • Question: Why is it important to identify omissions and deficiencies when you have received a PR?</p> <p>Answer: To avoid problems or delays later.</p> <p>State: Now that we have found several problems with these PRs, what is your next step?</p> <p>Answer: You should go back to the RA to resolve PR problems since the RA sent over the PR.</p> <p>Before we notify the RA, place the PRs and checklists in the appropriate folder.</p>	

TOPIC: PROCESSING PURCHASE REQUESTS**Ref:** Chapter 1, TR Pages 1-10 to 1-11**Objective:** When you finish this lesson, your students should be able to:

- Advise requiring activity managers on omissions and deficiencies and explain what is needed.

Time:**Method:** Roleplays and Discussions**LESSON PLAN**

Ref.	Steps In Presenting The Topic	Instructor Notes
	a. Show VG 1-2: Step 2 - Advise RA and explain what is needed.	
	<p>Point out the appropriate action when omissions and deficiencies are found.</p>	
<p>TR 1-6 thru 1-9</p>	<p>State: The chart in the TR [columns 4, 6 & 11 & 13] shows the action to take for resolving omissions and deficiencies.</p> <p>The action is divided into two categories:</p> <ol style="list-style-type: none"> 1. Return PR without processing 2. Obtain more information before processing. 	<p>The chart/actions are not in the IG; see the TR 1-6 thru 1-9. Call on students & elements at random to insure students understand how to use chart. EXAMPLE: What action should be taken when the quantity has been omitted?</p>
 <p>TR 1-10</p>	<ul style="list-style-type: none"> • Question: How would you advise the requiring activity of the problems on the PRs? <p>• Answer: By telephone, memo, or meeting.</p> <p>Explain: Minor problems may be discussed via telephone or memorandum. Major problems may be resolved by memorandum, meeting face-to-face, or by returning the PR to the RA for correction or even cancellation depending on the circumstances.</p>	<p>What about when the quantity is deficient?</p> <p>[before returning a PR, check with your CO or supervisor to determine if higher level authority is required for returning PRs]</p>

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>c. Assign Roleplay "Calling for Help"</p>	
	<p><u>Ask</u> the students to get their copies of the Grounds Maintenance PR and checklist.</p> <p>Let's practice notifying the RA of the problems we detected in the PR for Grounds Maintenance.</p>	
	<ul style="list-style-type: none"> • Question: What problems did you identify in this PR? <p>Answer: Inspection and acceptance and contract administration data were omitted.</p>	
	<ul style="list-style-type: none"> • Question: What action should you take--return the PR or obtain information from RA? <p>Answer: Obtain information from the RA.</p>	
	<ul style="list-style-type: none"> • Question: Which method should you use to notify the RA of these problems (call, write, or meet)? <p>Answer: Call.</p> <p>Note to instructor: This roleplay will be conducted via telephone.</p> <p>You are to:</p> <p>Select two students for the roleplay.</p> <p>Assign one as the Contract Specialist and one as the RA.</p>	<p>The contract specialist will accept the PR and make the required changes because omissions were very minor.</p> <p>This roleplay will represent the <u>ideal</u> situation.</p>

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p><u>Give</u> both students a copy of the script. Allow time for students to read over the script before performing the roleplay.</p> <p><u>Tell</u> the students to listen to the conversation carefully.</p> <p><u>Pass</u> out the handouts</p> <p><u>Collect</u> the scripts from the students.</p> <p><u>Summarize</u> the Roleplay.</p>	<p>TELL THE STUDENTS NOT TO CHANGE THE NAMES OF THE ROLEPLAYERS IN THE SCRIPT.</p> <p>You will ask questions afterwards.</p> <p>Anytime you give scripts to students, collect them when they finish.</p>

ROLEPLAY: "Calling for Help"
(GROUNDS MAINTENANCE PR)
Contract Specialist's Copy of Script





Speaker	Script
Contract Specialist	Hello, may I speak with Francis Love?
RA	Hello, this is Francis and how can I help you?
Contract Specialist	<p>My name is Chris Washington and I've been assigned PR F34599 covering Grounds Maintenance Services.</p> <p>I've reviewed the PR and identified some problems. The inspection and acceptance criteria and contract administration data were omitted. Can you get this information for me?</p>
RA	<p>Please hang on just a moment while I get the file. [pause]</p> <p>By golly, you're right. I apologize for having made these errors. It's been quite busy around here lately.</p> <p>I can give you the missing data over the telephone. Are you ready?</p>
Contract Specialist	Yes, I'm ready.
RA	<p>The following sections should be added to the Performance Work Statement for Grounds Maintenance: [speak slowly for effect]</p> <p>4.6 Inspection and acceptance will be performed on site by Lee Burke or designee.</p> <p>Part 8: <u>Contract Administration</u> The contract will be administered by Logistics Management Center.</p> <p>I'll send you a memo for your file detailing the omitted data. Is there anything else you need today?</p>
Contract Specialist	No, you've given me exactly what I need to continue processing this PR. Thank you very much. I'll call you if I need anything else.
RA	Happy to oblige you and call me any time. Hope you have a nice day. Bye

ROLEPLAY: "Calling for Help"
(GROUNDS MAINTENANCE PR)
 RA's Copy of Script

Speaker	Script
Contract Specialist	Hello, may I speak with Francis Love?
RA	Hello, this is Francis and how can I help you?
Contract Specialist	My name is Chris Washington and I've been assigned PR F34599 covering Grounds Maintenance Services. I've reviewed the PR and identified some problems. The inspection and acceptance criteria and contract administration data were omitted. Can you get this information for me?.
RA	Please hang on just a moment while I get the file. [pause] By golly, you're right. I apologize for having made these errors. It's been quite busy around here lately. I can give you the missing data over the telephone. Are you ready?
Contract Specialist	Yes, I'm ready.
RA	The following sections should be added to the Performance Work Statement for Grounds Maintenance: [speak slowly for effect] 4.6 Inspection and acceptance will be performed on site by Lee Burke or designee. Part 8: <u>Contract Administration</u> The contract will be administered by Logistics Management Center. I'll send you a memo for your file detailing the omitted data. Is there anything else you need today?
Contract Specialist	No, you've given me exactly what I need to continue processing this PR. Thank you very much. I'll call you if I need anything else.
RA	Happy to oblige you and call me any time. Hope you have a nice day. Bye.

ROLEPLAY: "Calling for Help"
(GROUNDS MAINTENANCE PR)
Instructor's Copy of Script

Speaker	Script
Contract Specialist	Hello, may I speak with Francis Love?
RA	Hello, this is Francis and how can I help you?
Contract Specialist	<p>My name is Chris Washington and I've been assigned PR F34599 covering Grounds Maintenance Services.</p> <p>I've reviewed the PR and identified some problems. The inspection and acceptance criteria and contract administration data were omitted. Can you get this information for me?.</p>
RA	<p>Please hang on just a moment while I get the file. [pause]</p> <p>By golly, you're right. I apologize for having made these errors. It's been quite busy around here lately.</p> <p>I can give you the missing data over the telephone. Are you ready?</p>
Contract Specialist	Yes, I'm ready.
RA	<p>The following sections should be added to the Performance Work Statement for Grounds Maintenance: [speak slowly for effect]</p> <p>4.6 Inspection and acceptance will be performed on site by Lee Burke or designee.</p> <p>Part 8: <u>Contract Administration</u> The contract will be administered by Logistics Management Center.</p> <p>I'll send you a memo for your file detailing the omitted data. Is there anything else you need today?</p>
Contract Specialist	No, you've given me exactly what I need to continue processing this PR. Thank you very much. I'll call you if I need anything else.
RA	Happy to oblige you and call me any time. Hope you have a nice day. Bye.

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p data-bbox="380 226 883 275">c. Roleplay Summary</p> <p data-bbox="428 323 1003 443">State: First of all, let's give our role players a round of applause for doing a fantastic job!</p> <p data-bbox="245 457 326 533"></p> <ul data-bbox="380 478 1057 604" style="list-style-type: none"> <li data-bbox="380 478 1057 604">• Question: What do you think of the conversation between the RA and the contract specialist? <p data-bbox="428 638 1040 726">Answer: The conversation between the RA and the contract specialist was a demonstration of cooperation and teamwork on the part of both parties.</p> <p data-bbox="245 800 326 875"></p> <ul data-bbox="380 764 1008 890" style="list-style-type: none"> <li data-bbox="380 764 1008 890">• Question: Did the contract specialist resolve all the problems? <p data-bbox="428 924 594 951">Answer: Yes.</p> <p data-bbox="245 1016 326 1092"></p> <ul data-bbox="380 995 1049 1163" style="list-style-type: none"> <li data-bbox="380 995 1049 1163">• Question: Do you think the contract specialist should accept the PR with the corrections and proceed? <p data-bbox="428 1192 594 1220">Answer: Yes.</p> <p data-bbox="245 1268 326 1344"></p> <ul data-bbox="380 1260 1024 1352" style="list-style-type: none"> <li data-bbox="380 1260 1024 1352">• Question: Are your experiences with RAs like this? <p data-bbox="428 1388 987 1507">[solicit discussion--encourage students to share problems they have had with RAs]</p> <p data-bbox="428 1549 1073 1703">GIVE EACH STUDENT A COPY OF THE MEMO ON THE OMITTED INFORMATION THAT IS THE SAME AS IT APPEARS ON THE FOLLOWING PG.</p>	<p data-bbox="1096 323 1422 491">Ask to hear from different people if the same people seem to answer most of the questions.</p>

Lesson 1
Memo: Grounds Maintenance PR
Re: Roleplay "Calling for Help"




This is the omitted information the contract specialist received from the RA that you should add to the PR.

4.6 Inspection and acceptance will be performed on site by Lee Burke or designee.

Part 8: Contract Administration

The contract will be administered by:

Logistics Management Center
Federal Department of Administrative Services
6105 Riverside Dr.
Washington, DC 20020
Telephone: (110) 475-1225 Ext. 7

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>d Direct the students to get the Security Systems PR and checklist.</p>	
	<ul style="list-style-type: none"> • Question: What problems did you identify in this PR? <p>Answer: The wrong dollar amount for item 0002 and wrong total; no packaging and marking instructions for items 0002 & 0003; no inspection and acceptance criteria for items 0002 & 0003; no delivery or completion date; no contract administration criteria; and sources are needed for all line items.</p>	
	<ul style="list-style-type: none"> • Question: Which method should you use to notify the RA of these problems (call, write, or meet)? <p>Answer: Have a face-to-face meeting.</p>	
	<p>e. Assign Roleplay: "Can We Talk?"</p> <p>This roleplay will be performed <u>face-to-face</u>. The contract specialist will meet with the RA in a conference room in the Contracting Department to discuss the omissions and deficiencies in the PR for security systems.</p> <p>You are to:</p> <p>Select two students for the roleplay (RA and contract specialist). Select students that are outgoing and would have alot of fun with this roleplay.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p><u>Give</u> students a copy of the script (the contract specialist also gets the Checklist and PR to use in their role) Allow time for students to prepare for roleplay.</p> <p><u>Tell</u> the student selected to play the RA to be irate and uncooperative.</p> <p><u>Tell</u> the student playing the contract specialist to begin cordially but become as irate as the RA.</p> <p><u>Summarize</u> the roleplay using questions provided.</p> <p><u>Pass</u> out the handouts to the students.</p>	

ROLEPLAY: "Can We Talk?"
(SECURITY SYSTEMS)
 Contract Specialist's Copy of Script

Set the Stage:

The contract specialist will be seated. As the RA enters the room the contract specialist stands and offers her hand. The RA walks past the contract specialist and takes a seat without shaking hands. Emphasize word(s) that appear in **bold** print for effect.

Speaker	Script
RA	Well, let's get this show on the road
Contract Specialist	Gene, I'm Pat Rivers, the contract specialist assigned to your security systems requirement. I requested this meeting to discuss several problems with the PR.
RA [use a sarcastic tone throughout roleplay]	Call me <u>Mr.(Ms) Poole</u> --could you just get to the point so that I can go back to work!
Contract Specialist	Gene , I have found several omissions and deficiencies in this PR and they must be resolved before I can process it.
RA	Oh yeah, <u>PATTIE</u> , why didn't you just send me a memo?
Contract Specialist	I just thought it would be easier for me to show you what is needed instead of writing it. [pause and give RA copy of PR checklist and PR]. I'm returning this PR for your immediate attention.
[start using a superior tone in your voice]	The first problem, <u>Gene</u> , is that you failed to get the PR signed. As far as I'm concerned, without a signature this PR doesn't exist!
RA	No sweat. I'll get the PR signed in two weeks. The person responsible for approving PRs is out of the country until then. Look , don't return the PR just because it 's unsigned. I expect you to continue processing the PR. My say so is good enough!
Contract Specialist	Well - we'll just see about that.
[use condescending tone in voice]	Moving on, Line Item 2 wasn't calculated correctly. I would assume someone in your position would have double-checked these figures before releasing the requirement, GENE.

Speaker	Script
RA	AW, just pen & ink the change -- Don't bother me with such trivia.
Contract Specialist [use a sarcastic tone]	<p>Pen & Ink??? This is an official document. You're asking me to increase the amount of funds by \$2000. I have better things to do with my money than pay for your carelessness.</p> <p>Also, the PR doesn't include any packaging and marking instructions or any inspection criteria for either line item 2 or 3. Are you suggesting I pen & ink those changes as well??? Or should I just make something up?</p>
RA [become annoyed]	Come on - let's not worry about that now. It 's more important to get this stuff bought.
Contract Specialist	By the way, just when do you want this stuff bought?
RA	The delivery date is ASAP which means you should have bought this stuff yesterday . Just get on with it.
Contract Specialist	<p>ASAP is not acceptable! I need a real date.</p> <p>And finally, Gene, you have not given me any contract administration criteria nor do I have adequate sources for any of the three line items. You must know that justification is required when there's only one source.</p>
RA	<p>Why don't you look in your previous files instead of relying on me to do your work - Line item 2, the X-ray equipment, has already been justified as sole source.</p> <p>As far as the other items go, I don't know of any more sources to recommend - finding sources is your job anyway!!!!</p>
Contract Specialist	<p>I'll try to find more sources.</p> <p>Well, that's all I need you to correct, for now.</p>
RA	<p>You called me over here just for this??? Don't you know I have more pressing matters to attend to??</p> <p>This should have been handled by memo--In fact, I'm not going to answer these questions here.</p>
Contract Specialist	Whatever happened to your team spirit?

Speaker	Script
RA	Whoever said I had any?
Contract Specialist	You know, this is your requirement and the only way I'm going to fulfill your need is through your assistance in resolving these problems.
RA	All right already, what do you want from me, hot shot?
Contract Specialist	I want a corrected PR ASAP .
[slam fist on table]	
RA	ASAP is just unacceptable. You'll get a corrected PR when I give it to you!!
[slam fist on table, then point to Contract Specialist]	And by the way, my last name is not that difficult to remember. I expect you to call me Mr. (Ms.) Poole in the future. [Give the PR and checklist back to the Contract Specialist and then storm out of the room]
Contract Specialist	Bye, Bye, Gene

"Can We Talk?"
Copy of PR Review Checklist
For the Contract Specialist to give to RA

ELEMENTS OF A PR	OMISSIONS/DEFICIENCIES
Approvals & Reviews	<i>no signature</i>
Funding	<i>none/amount for 0002 should be \$104,000 total amount of PR should be \$189,700</i>
Quantity	<i>no problem</i>
Description	<i>no problem</i>
Packaging/Marking	<i>no instructions for 0002 & 0003/none</i>
Inspection/Acceptance	<i>no criteria for 0002 & 0003/none</i>
Delivery/Shipment	<i>no delivery or completion date/none</i>
Contract Administration	<i>no criteria provided</i>
Special Provisions/Clauses	<i>no problem</i>
Technical Evaluation Factors	<i>no problem</i>
Sources	<i>need sources for all lines (only one source given for the X-Ray equipment and no justification, only 2 for TVs and none for credenza)</i>
Acquisition Plan	<i>no problem</i>
SIGNATURE	DATE:

ROLEPLAY: "Can We Talk?"
Copy of Requisition for the Contract Specialist to give to RA

REQUISITION FOR EQUIPMENT, SUPPLIES, OR SERVICES						1. PAGE OF PAGES			
2. REQUISITION NUMBER F34593		3. STOCKROOM CONTROL NO.		4. STOCKROOM CODE NO.		5. DATE PREPARED		6. JOB NUMBER	
7. TO (<i>Stockroom - name and location</i>) Director of Contracting Federal Dept. of Administrative Services 552 Landing Blvd. Washington DC 20002				8. FROM (<i>Requisitioning point - name and location</i>) Forest Hill Federal Management Office Headquarters, Office of Parks & Recreation 2426 Carnation St. Washington DC 20400					
9. ALLOTMENT AND EXPENSE ACCOUNTS CHARGEABLE 127.2.SOOP910.10.31.H40.923				10. SIGNATURE OF APPROVING OFFICER					
11. FOR INFORMATION CALL (<i>name, telephone number, and extension</i>) Gene Poole (110) 370-5511 Ext. 40				12. TITLE OF APPROVING OFFICER Executive Assistant					
FORM OR STOCK NUMBER (13)	DESCRIPTION OF ARTICLES OR SERVICES	QUAN- TITY (15)	UNIT (16)	UNIT PRICE (17)	AMOUNT (18)		QUANTITY RECEIVED (19)		
0001	TV Surveillance Equipment •video cameras	5	ea.		84,500	00			
	•video monitors	5	ea.						
	•video cassette recorder	1	ea.						
	•master control	1	ea.						
0002	X-ray Inspection System	4	ea.	26,000	102,000	00			
0003	Credenza, Office, 29X66X18	4	ea.	300.00	2,000	00			
20. DELIVER TO (<i>Give complete address, including ZIP Code</i>) Desert Storm Museum 3115 Keystone Dr. Washington DC 20040 ATTN: Julius Gallo Phone: (110) 485-1234				TOTAL AMOUNT ➡		188,500	00		
				21. SHIPPED VIA FREIGHT PARCEL POST EXPRESS MAIL					
22. FILLED BY		23. PACKED BY			24. CHECKED BY				
25. BILL OF LADING NUMBER						26. DATE SHIPPED			
27. THE ABOVE ITEMS OR SERVICES WERE RECEIVED EXCEPT AS INDICATED ABOVE.									
SIGNATURE				TITLE			DATE		

NOTE: Acquisition of nonexpendable items are to be fully justified on face of requisition.

GENERAL SERVICES ADMINISTRATION

GSA FORM 49 (REV. 10-8)

Roleplay: "Can We Talk"
PERFORMANCE WORK STATEMENT
SURVEILLANCE EQUIPMENT
DESERT STORM MUSEUM

1. Scope of Work

1.1 The work to be performed consists of furnishing all plant, labor, materials, equipment, tools and transportation necessary to install Television Surveillance systems at the Desert Storm Museum.

1.2 The contractor shall perform all work in accordance with applicable government regulations. Work shall be accomplished in such a manner as to minimize the possibility of damage to government property, loss of production time and to safeguard the health and welfare of government and contractor personnel.

2. Surveillance Equipment

The contractor shall install and provide the most contemporary television surveillance equipment under the contract. The surveillance system consists of 5 cameras, 5 monitors, one video cassette recorder (VCR), and one master control.

2.1. Cameras

2.1.1 The video cameras shall operate on 24 VDC. The cameras can be required to have 180 degree horizontal and 90 degree vertical surveillance with zoom capability and controlled from where the monitors will be located. The cameras shall be low light compensated.

2.1.2 Exterior cameras shall also be weatherproof. Cameras shall be equipped with a filter or some feature to avoid focus problems as a result of sun rays. Cameras shall be installed in tamperproof housing and capable of providing coverage of areas as specified.

2.1.3 Cameras shall have automatic sweep and characterized with random movement to prevent someone from becoming familiar with its system of movement. The cameras shall be equipped with manual operation and the capability to zoom in on any location within the scope of the area covered.

2.2 Video Monitors

2.2.1 The video monitors shall have 800 line resolution switchable DC restoration, regulated power supply, 14 KV bright display, a video selector switch, 75 ohm switchable termination, CRT preheating, isolated power transformer, led power indicator, 15 inch picture tube, 110 degree deflection, integral explosion protection, two UHF loop-through video connectors.

2.2.2 Monitors are to operate on 115 VAC, composite video capable of being connected to a video cassette recorder.

2.3 Video Cassette Recorder

2.3.1 The Video Cassette Recorder (VCR) shall be compatible with system and have both record and playback capability operable on 115 VAC.

Roleplay: "Can We Talk" continued

2.3.2 The VCR shall be capable of recording from any monitor.

2.4 Master Control with following features:

2.4.1 The Master Control shall be installed in a cabinet in the security area of the museum. The control unit shall allow zoom, horizontal and vertical control of each camera location separately. Operate on 115 VAC, 60 hz.

3. Location of Equipment

3.1 Cameras

3.1.1 Camera #1 to be located on the first floor east hallway across from the men's and women's lavatories.

3.1.2 Camera #2 to be located across the street of the northeast corner of the museum mounted on telephone pole.

3.1.3 Camera #3 to be located at the southeast corner on top of the museum.

3.1.4 Camera #4 to be located at the west corner on top of the museum above the back door of the museum.

3.1.5 Camera #5 to be located in the foyer at the entrance of the museum on top of the museum for viewing the front and vicinity with horizontal and vertical sweep movement.

3.2 Other Equipment

3.2.1 The VCR, master control and monitors shall be installed and housed in a console for easy access and operation of the surveillance system.

4. Procedures for Installation

4.1 Workmanship:

4.1.1 The work shall be executed in a careful and professional manner and in compliance with the accepted trade practices by personnel skilled and experienced in installation of television surveillance equipment.

4.1.2 The contractor shall agree, upon installation of all television surveillance equipment and its associated intercomponent wiring/cabling and conduit under the contract, that the associated intercomponent wiring/cabling and conduit shall be the property of the government.

4.1.3 The government reserves the right to request removal of all the associated intercomponent wiring/cabling and conduit from the museum by the contractor at no expense to the government.

Roleplay: "Can We Talk?" continued

4.2 Hours of Work

All installation work as required by the contractor shall be performed during normal duty hours. These hours are 7:30 am to 4:15 pm, Monday thru Friday.

4.3 Wiring

The contractor shall install all equipment listed and any additional miscellaneous parts/materials necessary for completely operational system. Electrical wiring shall be installed in accordance with the National Electrical Code - 1991. Overhead wiring shall be installed at a maximum height and as approved by the COR.

5: Inspection and Acceptance

5.1 The Quality Assurance Evaluator (QAE), Victor Newman or alternate, Bradley Carlton, are responsible for inspection and acceptance of work performed under this contract. The contractor shall notify the QAE prior to commencing installation work and upon completion of the installation work for certification of services.

6. Training

6.1. Upon acceptance of the new TV Surveillance system by the COR, the contractor shall provide initial training as determined by the QAE to the building monitor responsible for the operation of the TV surveillance systems.

6.2 The QAE, building monitor and contractor shall agree when the training sessions are to be held and its duration. Training shall be completed not later than 30 days after the installation acceptance data.

7. Recommended Sources

1. Alarm & Security Equipment Inc.
50 West Town St.
Washington DC 10059
(110) 450-7800
2. Tri-State Unlimited Security Systems Inc.
2504 Denver St.
Brooklyn SC 23555

Roleplay: "Can We Talk" continued**X-Ray Fluoroscopic System
Model 58367**

1. AC Power Cord: not less than 10 feet long
2. X-ray beam collimator: adjustable
3. Indicator Lights: Built-in indicating power on, x-ray on, and overheating conditions
4. Indicating meters: Built-in for line voltage and current indications
5. Controls: A. Remote operating cord: Not less than 8 feet long
B. Line Voltage adjustment: Built-in
6. Thermal overload protection: Built-in
7. X-ray tube output: Continuous output X-ray beam rated at 80 kV peak at 3 mA; able to be reliably used in screen fluoroscopy, with conventional or Poloraid X-ray film, and with image storage panels
8. Overall size: Not to exceed 2 ft. x 2.5 ft. x 2 ft.
9. Operational Weight: No greater than 50 lbs.
10. Power Requirements: 110-130 vac single phase 50/60 HZ
11. Powered Conveyor: A. able to handle up to 150 lbs.
B. 4 feet long

Recommended Source

Quality Detection Systems, Inc.
501 Race St.
Cincinnati, OH 45444

Roleplay: "Can We Talk"
(SECURITY SYSTEMS)
RAs Copy of Script

Set the Stage:

The contract specialist will be seated. As the RA enters the room the contract specialist stands and offers her hand. The RA walks past the contract specialist and takes a seat without shaking hands. Emphasize word(s) that appear in **bold** print for effect.

Speaker	Script
RA	Well, let's get this show on the road
Contract Specialist	Gene, I'm Pat Rivers, the contract specialist assigned to your security systems requirement. I requested this meeting to discuss several problems with the PR.
RA [use a sarcastic tone throughout roleplay]	Call me <u>Mr.(Ms) Poole</u> --could you just get to the point so that I can go back to work!
Contract Specialist	Gene , I have found several omissions and deficiencies in this PR and they must be resolved before I can process it.
RA	Oh yeah, PATTIE , why didn't you just send me a memo?
Contract Specialist	I just thought it would be easier for me to show you what is needed instead of writing it. [pause and give RA copy of PR checklist and PR]. I'm returning this PR for your immediate attention.
[start using a superior tone in your voice]	The first problem, Gene , is that you failed to get the PR signed. As far as I'm concerned, without a signature this PR doesn't exist!
RA	No sweat. I'll get the PR signed in two weeks. The person responsible for approving PRs is out of the country until then. Look , don't return the PR just because it 's unsigned. I expect you to continue processing the PR. My say so is good enough!
Contract Specialist	Well - we'll just see about that.
[use condescending tone in voice]	Moving on, Line Item 2 wasn't calculated correctly. I would assume someone in your position would have double-checked these figures before releasing the requirement, GENE.

Speaker	Script
RA	AW, just pen & ink the change -- Don't bother me with such trivia.
Contract Specialist [use a sarcastic tone]	<p>Pen & Ink??? This is an official document. You're asking me to increase the amount of funds by \$2000. I have better things to do with my money than pay for your carelessness.</p> <p>Also, the PR doesn't include any packaging and marking instructions or any inspection criteria for either line item 2 or 3. Are you suggesting I pen & ink those changes as well??? Or should I just make something up?</p>
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Contract Specialist	By the way, just when do you want this stuff bought?
RA	The delivery date is ASAP which means you should have bought this stuff yesterday . Just get on with it.
Contract Specialist	<p>ASAP is not acceptable! I need a real date.</p> <p>And finally, Gene, you have not given me any contract administration criteria nor do I have adequate sources for any of the three line items. You must know that justification is required when there's only one source.</p>
RA	<p>Why don't you look in your previous files instead of relying on me to do your work - Line item 2, the X-ray equipment, has already been justified as sole source.</p> <p>As far as the other items go, I don't know of any more sources to recommend - finding sources is your job anyway!!!!</p>
Contract Specialist	<p>I'll try to find more sources.</p> <p>Well, that's all I need you to correct, for now.</p>
RA	<p>You called me over here just for this??? Don't you know I have more pressing matters to attend to??</p> <p>This should have been handled by memo--In fact, I'm not going to answer these questions here.</p>
Contract Specialist	Whatever happened to your team spirit?

Purchase Request Review

Speaker	Script
RA	Whoever said I had any?
Contract Specialist	You know, this is your requirement and the only way I'm going to fulfill your need is through your assistance in resolving these problems.
RA	All right already, what do you want from me, hot shot?
Contract Specialist	I want a corrected PR ASAP .
[slam fist on table]	
RA	ASAP is just unacceptable. You'll get a corrected PR when I give it to you!!
[slam fist on table, then point to Contract Specialist]	And by the way, my last name is not that difficult to remember. I expect you to call me Mr. (Ms.) Poole in the future. [Give the PR and checklist back to the Contract Specialist and then storm out of the room]
Contract Specialist	Bye, Bye, Gene

Roleplay: "Can We Talk"
(SECURITY SYSTEMS)
 Instructor's Copy of Script

Set the Stage:





The contract specialist will be seated. As the RA enters the room the contract specialist stands and offers her hand. The RA walks past the ontract specialist and takes a seat without shaking hands. Emphasize word(s) that appear in **bold** print for effect.

Speaker	Script
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Contract Specialist	Gene, I'm Pat Rivers, the contract specialist assigned to your security systems requirement. I requested this meeting to discuss several problems with the PR.
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Contract Specialist	I just thought it would be easier for me to show you what is needed instead of writing it. [pause and give RA copy of PR checklist and PR] . I'm returning this PR for your immediate attention.
[start using a superior tone in your voice]	The first problem, Gene , is that you failed to get the PR signed. As far as I'm concerned, without a signature this PR doesn't exist!
RA	No sweat. I'll get the PR signed in two weeks. The person responsible for approving PRs is out of the country until then. Look , don't return the PR just because it 's unsigned. I expect you to continue processing the PR. My say so is good enough!
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[use condescending tone in voice]	Moving on, Line Item 2 wasn't calculated correctly. I would assume someone in your position would have double-checked these figures before releasing the requirement, GENE.

Speaker	Script
RA	AW, just pen & ink the change -- Don't bother me with such trivia.
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RA [become annoyed]	Come on - let's not worry about that now. It 's more important to get this stuff bought.
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RA	The delivery date is ASAP which means you should have bought this stuff yesterday . Just get on with it.
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RA	<p>Why don't you look in your previous files instead of relying on me to do your work - Line item 2, the X-ray equipment, has already been justified as sole source.</p> <p>As far as the other items go, I don't know of any more sources to recommend - finding sources is your job anyway!!!!</p>
Contract Specialist	<p>I'll try to find more sources.</p> <p>Well, that's all I need you to correct, for now.</p>
RA	<p>You called me over here just for this??? Don't you know I have more pressing matters to attend to??</p> <p>This should have been handled by memo--In fact, I'm not going to answer these questions here.</p>
Contract Specialist	Whatever happened to your team spirit?

Speaker	Script
RA	Whoever said I had any?
Contract Specialist	You know, this is your requirement and the only way I'm going to fulfill your need is through your assistance in resolving these problems.
RA	All right already, what do you want from me, hot shot?
Contract Specialist	I want a corrected PR ASAP .
[slam fist on table]	
RA	ASAP is just unacceptable. You'll get a corrected PR when I give it to you!!
[slam fist on table, then point to Contract Specialist]	And by the way, my last name is not that difficult to remember. I expect you to call me Mr. (Ms.) Poole in the future. [Give the PR and checklist back to the Contract Specialist and then storm out of the room]
Contract Specialist	Bye, Bye, Gene



Ref.	Steps In Presenting The Topic	Instructor Notes
	<p data-bbox="378 212 1003 306">f. Roleplay "Can We Talk" Summary</p> <div data-bbox="240 342 326 426">?</div> <ul data-bbox="378 342 906 432" style="list-style-type: none"> • Question: How effective was this meeting? <p data-bbox="427 468 764 495">Answer: Not very productive.</p> <div data-bbox="240 531 326 615">?</div> <ul data-bbox="378 531 1015 695" style="list-style-type: none"> • Question: Do you think the contract specialist, Pat Rivers, could have handled the situation differently? <p data-bbox="427 726 1052 804">[solicit suggestions for which there will be no right or wrong answer]</p> <p data-bbox="427 835 1076 1041">One Suggested Answer: A memorandum should have been prepared by the Contract Specialist and submitted to the RA before any meeting was conducted since the problems are major. By doing so, the RA would have had adequate time to respond to the problems and may not have been quite so defensive. Try not to put the RA on the spot. In this case, the meeting was not the best choice.</p> <div data-bbox="240 1066 326 1150">?</div> <ul data-bbox="378 1066 954 1157" style="list-style-type: none"> • Question: Should you accept an unsigned PR? <p data-bbox="427 1188 1047 1308">Answer: Generally, no. However, your agency policies may allow acceptance of unsigned PRs based on certain circumstances. It is your responsibility to know when you may accept unsigned PRs.</p> <div data-bbox="240 1318 326 1402">?</div> <ul data-bbox="378 1339 1015 1461" style="list-style-type: none"> • Question: Can you make pen and ink changes on a PR? <p data-bbox="427 1503 1057 1644">Answer: Pen and Ink changes are not acceptable for funding corrections because the changes may result in violation of the Anti-Deficiency Act. In this case, the changes would violate the Act. This issue will be explored in Lesson 2.</p> <p data-bbox="427 1675 1052 1791">State: Consult your agency policies regarding pen and ink changes for all other corrections.</p>	<p data-bbox="1092 264 1417 415">Collect the scripts and have students applaud the roleplayers.</p>

Ref.	Steps In Presenting The Topic	Instructor Notes
	<ul style="list-style-type: none"> Question: Can you accept a PR with an ASAP delivery. Answer: An ASAP delivery requirement may be unrealistic for the product or service covered by the PR. You cannot accept any PR with an unreasonable delivery requirement. Do not tell an RA that their delivery requirement is unacceptable without being prepared to identify what a realistic time frame for delivery would be. You must obtain concurrence from the RA before proceeding. 	
	<ul style="list-style-type: none"> Question: Should you accept a sole source PR without proper justification? Answer: This is a judgment call. You may process the PR as a sole source pending justification from the RA. However, it is the RA's responsibility to justify restricted requirements in a timely manner. You will treat this requirement as an unrestricted procurement if justification is not provided when you need it. Consult your agency policies and document the case file accordingly. 	
	<ul style="list-style-type: none"> Question: Have the problems been resolved? Answer: No, they have not be resolved. 	
	<ul style="list-style-type: none"> Question: What is the best way to resolve the problems? Answer: Return the PR by memorandum to the RA for correction. It is the RA's responsibility to resolve the problems and provide you with an acceptable PR in time to meet their delivery requirements. <p>g. Pass out the handouts to the students.</p>	<p>DID YOU COLLECT THE SCRIPTS FROM THE STUDENTS?</p>

Lesson 1
Memo: Security Systems PR
Re: Roleplay - "Can We Talk"

This is the omitted and corrected information received by the contract specialist from the RA that you should add to the PR.

1. The RA obtained an approval signature from Shirley Templeton who is the backup support for the approving official, Mrs. Herald.
 2. Funding amount for item 0002 is \$104,000; total amount \$189,700.
 3. Packaging/marketing: commercial packaging and marking is acceptable for items 0002 and 0003.
 4. Inspection and acceptance criteria for items 0002 & 0003 is the same as item 0001.
 5. Delivery for items 0001, 0002, 0003 is May 1, 1992.
 6. Sources: for item 0001: Justification for only one source will be provided by separate memo.
-

LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>h. Assign Roleplay: "Is this all there is?"</p> <p><u>Ask</u> the class to get their checklist (Case study 1-3) for the Fireworks purchase request.</p> <p><u>Inform</u> the class you will act as the RA.</p> <p><u>Randomly select</u> students to query the RA about the omissions/deficiencies identified in their review of the PR.</p> <p><u>Follow</u> the checklist in order.</p>	
	<p>START BY ASKING: In which element is the first problem?</p> <p><u>Provide</u> the solutions (shown on next page) to the class when the issue is raised.</p>	

Suggested Solution for Roleplay: **"Is this all there is?"**

1. Problem : Fund Citation: There was no fund citation given.

When the student identifies fund citation as missing:

RESPOND BY SAYING:

"OOPS, the finance office apparently failed to type the fund citation on the PR. What should I do?"

Ask the class as a whole to respond to the question.

Suggested answer: The RA must submit an amended PR signed by an authorized official. **(you'll give them the fund citation in Lesson 2 on Funding)**

Tell the students: When requiring corrections dealing with fund citations, the correction must be approved and signed by the appropriate funding official.

2. Problem: Description: There was no specification attached.

When the student identifies that the specifications were not attached as shown on the PR:

RESPOND BY SAYING:

"The specifications were there when I sent the package forward -- Who knows what happened between here and there. I have an extra copy here that I will send directly to you."

Ask the class as a whole, should the PR be returned as unacceptable?

Answer: Some agencies require you to return the PR when specifications have not been attached. Other agencies are not as rigid. **For the purposes of this class, keep the PR and wait for the specification package to be forwarded.**

3. **Problem: All other omitted data:** (Packaging & Marking; Inspection and Acceptance; Delivery and Shipment; Contract Administration; Special Provisions/Clauses; Technical Evaluation Factors; or Sources)

When the student identifies the next missing element - Packaging and Marking:

RESPOND BY SAYING:

"I'm afraid the specifications included all the other information that you need--packaging & marking; inspection and acceptance; delivery and shipment; contract administration; special provisions/clauses; technical evaluation factors; or sources.

I can see now that without the specification you have no information at all to work with."

TOPIC: PROCESSING PURCHASE REQUESTS


Ref: Chapter 1, TR Pgs.1-11 thru 1-13


Objective: When you finish this lesson, your students should be able to:
 •Accept purchase request and establish a contract file.


Time: TBD

Method: Lecture

LESSON PLAN

Ref.	Steps In Presenting The Topic	Instructor Notes
 TR 1-11	<p>a. Step 3 Show VG 1-3: Accept PR and Establish Contract File</p> <p>State: The problem with receiving deficient PRs leads us to the next step we need to explore --accepting the PR and establishing a contract file.</p> <p>b. Define Procurement Administrative Lead Time (PALT) and state its significance.</p> <ul style="list-style-type: none"> • PALT is the time it takes to complete a procurement from acceptance of the PR and ends with contract award. • PALT imposes a time schedule. • PALT is often used by contract managers to plan future procurement actions and measure performance of contract specialists. • PALT is a concern of many involved in the procurement process. 	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<ul style="list-style-type: none"> • Question: Would you accept the fireworks PR and start the PALT clock without the specifications? <p>Suggested Answer: Yes, because the absence of specification was an oversight. Document the call for the file in case the PR does not show up within a reasonable period of time. However, if the reasons for not attaching a specification was because none had even been developed - RETURN THE PR - do not start the clock running.</p> <p>c. <u>State</u>: Many contract specialists extend the courtesy of notifying the RA:</p> <ul style="list-style-type: none"> • that you have accepted the PR • of the beginning date for PALT • of the approximate date of award <p>This is not a mandatory requirement and all contract specialists don't do this. Use your discretion.</p> <p>d. <u>State</u>:</p> <ul style="list-style-type: none"> • The approximate award date should be as realistic as possible. • Review previous or similar procurements, talk to other contract specialists, and confer with the contracting officer to help you come up with a realistic award date. 	<p>Determining whether to return a PR or wait for the omitted information is a judgment call. The decision comes w/ experience and is also based on agency guidelines.</p>

Ref.	Steps In Presenting The Topic	Instructor Notes
<div data-bbox="355 193 451 317">  </div>	<ul style="list-style-type: none"> Question: What do you do after you accept a PR? Answer: <ul style="list-style-type: none"> Set up a contract file. Develop a chronology beginning with acceptance of the PR to contract award and sometimes ending with contract closeout, depending upon the requirements of your agency regulations. Maintain a well documented file showing PR actions and dates. Document anything you consider significant. Contract files are maintained for an agency prescribed period of time. 	
TR 1-11 (same pg)	<p>e. The contract files serves many purposes such as:</p> <ul style="list-style-type: none"> Accounts for your actions in every phase of the procurement. Provides rationale for decision-making. Demonstrates support for actions taken. Provides information for reviews and investigations. Serves as a source of data for analysis in future procurements. 	
TR 1-12	<p>f. The FAR prescribes that three types of files be maintained which are:</p> <ol style="list-style-type: none"> A file for each contract consisting of the <ul style="list-style-type: none"> contracting office contract file which contains such records as the PR, all documentation for the basis of acquisition and award, etc. 	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<ul style="list-style-type: none">• contract administration office contract file includes such records as the contract, modifications, progress payments, etc. Some of you may be responsible for both preaward and postaward functions. Make sure you know your responsibilities and what's expected of you.• the paying office file contains a copy of the contract, any modifications, bills, record of payments or receipts, etc. <p>(all of this information is found in your TR on pg. 1-11)</p> <p>You should also maintain a file for cancelled solicitations and maintain a general contractor file tracking performance over several contracts.</p>	

TOPIC: PROCESSING PURCHASE REQUESTS


Ref: Chapter 1, TR Pgs. 1-13 thru 1-15



Objective: When you finish this lesson, your students should be able to:
•Control data on proposed procurements


Time: TBD

Method: Lecture/Case Study 1-4/Interactive Questions

LESSON PLAN

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>a. Step 4 show VG 1-4: Control Data</p> <p><u>State</u> the purpose for securing proposed procurements is to prevent premature disclosure of information or disclosure of restricted information.</p> <p>b. You can discuss current or pending acquisitions on a need-to-know basis only with:</p> <ul style="list-style-type: none">• Procurement officials (i.e., contracting officer, Small Business Administration procurement center representative)• Other government personnel ONLY THOSE THAT HAVE A NEED TO KNOW (i.e., legal counselor, technical personnel, packaging and packing personnel, transportation personnel)• General public (i.e., release date of CBD notice or solicitation release date, presolicitation notice and/or presolicitation conference)	

Ref.	Steps In Presenting The Topic	Instructor Notes
 TR 1-14	<ul style="list-style-type: none"> • Question: Who knows what a presolicitation notice is? <p>Answer: A letter to potential sources providing information on the proposed procurement, requesting certain information from the sources, and whether there will be a presolicitation conference. You can also identify interested sources through the notice.</p>	
 TR 1-14	<ul style="list-style-type: none"> • Question: Does anyone know what a presolicitation conference is? <p>Answer: A meeting held with potential sources to explain complicated specifications or aid the sources in preparing offers for submission.</p>	
	<p>c. Information that cannot be disclosed include:</p> <ul style="list-style-type: none"> • Future requirements. • Plans that would provide an undue or discriminatory advantage to private or personal interest. • Confidential information received from an offeror. • Information requiring protection under the Freedom of Information Act. • Information pertaining to internal agency communications (e.g., technical reviews, contracting authority, or recommendations referencing thereto) • Proprietary data. • Number of prospective sources that requested a copy of the solicitations. • Other restrictions specified by your agency regulations 	

Ref.	Steps In Presenting The Topic	Instructor Notes
 CE 1-29	<p data-bbox="378 226 998 321">d. Assign Case Study 1-4, CE 1-29: "Coffee Talk"</p> <p data-bbox="427 359 1045 432"><u>Ask</u> the students to turn to case study 1-4 in their class exercise book.</p> <p data-bbox="427 478 1045 594"><u>Tell</u> them to read the scenario and answer the questions. This is an individual exercise.</p> <p data-bbox="427 630 1045 703"><u>Give</u> the students 10 minutes to complete the exercise.</p> <p data-bbox="427 739 1024 819"><u>Select</u> students at random to answer the questions.</p>	

**NOTE TO INSTRUCTOR: THIS PAGE IS SAME AS STUDENT'S
SOLUTION FOLLOW THIS PAGE**

CASE STUDY NO. 1-4
Coffee Talk

Contract specialist, Justine Times received a requirement for which there are three recommended sources. That evening over coffee with Ruby-Redd, her neighbor, she mentioned the specifics of the requirement and how excited she was to have been given such a complex high-dollar value procurement. Ruby repeated the same information to her cousin, Tom Tumble. Tom is the vice-president of one of the large firms identified as a source. Tom used that information to have his firm takeover the only other company manufacturing one of the components.

Question 1. What information did Justine divulge that should not have been?

Question 2. Is there anything she could tell her neighbor?

Question 3. How did this information harm the Government?

Question 4. Is there any time you can divulge information before a solicitation has been issued?

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p data-bbox="378 226 873 268">BEGIN BY ASKING:</p> <p data-bbox="427 310 914 342">Could this be a real life situation?</p> <p data-bbox="427 384 597 405">Answer: Yes.</p> <p data-bbox="378 447 751 489">Question No. 1.</p> <p data-bbox="427 531 1044 594">What information did Justine divulge that should not have been?</p> <p data-bbox="427 636 1019 699">Answer: Both the requirement and the specifics of the requirement.</p> <p data-bbox="378 741 751 783">Question No. 2.</p> <p data-bbox="427 825 930 888">Is there anything she could tell her neighbor?</p> <p data-bbox="427 930 1044 1014">Answer: Yes, she could have said she was excited about being assigned a high dollar value procurement without describing the procurement in any way.</p> <p data-bbox="378 1056 751 1098">Question No. 3.</p> <p data-bbox="427 1140 938 1203">How did this information harm the Government?</p> <p data-bbox="427 1245 1068 1329">Answer: The other sources now are unable to bid on the requirement because the competition has been compromised. Therefore, Tom's company becomes a sole source.</p> <p data-bbox="378 1371 751 1413">Question No. 4.</p> <p data-bbox="427 1455 1027 1560">Is there any time you can divulge information before a solicitation has been issued?</p> <p data-bbox="427 1602 1060 1644">Answer: When a presolicitation notice will be issued or a conference will be held.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>e. Summarize the lesson</p> <p>State: The steps in processing purchase requests are:</p> <p>Step 1: Identify omissions and deficiencies.</p> <p>Step 2: Advise RAs and explain what is needed.</p> <p>Step 3: Accept PR and establish contract file.</p> <p>Step 5: Control data.</p> <p>f. <u>Solicit</u> students' questions.</p> <p>g. Write down the question and the student's name for any question you cannot answer.</p>	<p><i>[This information can be found in FAR 15.404.]</i></p>

TOPIC: FUNDING**Ref.** Chapter 2, Introduction, TR 2-3**Objective:** When you complete this introduction, your students should be able to:

- Define Anti-Deficiency Act
- Identify the four basic funding terms
- Identify the time period in the Fiscal Year

Time: TBD**Method:** Lecture/Discussion**LESSON PLAN**

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>a. Tell the students:</p> <p>Money is appropriated in a fiscal year by Congress and controlled by statutes and regulations.</p> <p>b. Define "statutes".</p> <p>A statute is a law enacted by the legislative branch of Government and signed by the President. The statute is identified by its public law number.</p> <p>c. Define Fiscal Year</p> <p>Appropriated funds cover a period of time different than the normal calendar year. This period of time is called "Fiscal Year." The Government's Fiscal Year begins October 1 and ends September 30 the following year. At first , it is difficult to keep straight which "year" is which since October 1, <u>1991</u> is considered FY <u>1992</u></p> <p>Remember: Whenever dealing with appropriated funds think FISCAL YEAR.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>d. Write the following terms on the Chalkboard</p> <p>Fiscal Year: Oct 1 to Sept 30 Fund Citation Certification Commitment Act Number (unique to GSA) Obligation Expenditure Anti-Deficiency Act of 1905</p> <p>e. Demonstrate the funding process to the class</p> <p><u>Select</u> 4 students (suggestion-use the 4 corners of the class.</p> <p><u>Ask</u> the students to stand and hold up the placard (sign/poster) so the class can see. One placard to read: Finance Officer; another to read: Requiring activity; another to read: Contracting Officer; and the last one to read: Contractor</p> <p><u>Introduce</u> the positions each student represents:</p> <p>(Use students' first name- for example: John, represents the finance officer Jane represents the requiring activity Sue represents the contracting officer James represents the contractor)</p> <p><u>Perform</u> the demonstration. All talking is done by the instructor. There are no roles for the students other than to remain standing and holding the placards for the class to see.</p>	

DEMONSTRATION OF THE FUNDING PROCESS

(STAND BY THE WORD LIST)	EXPLAIN TO THE STUDENTS:
	<p>October 1 of each year money is provided to each agency for managing their programs. Where does the money come from? Taxpayers, who else.</p> <p>The money is good for one year until September 30.</p>
<p>POINT TO: The word Fiscal Year on the flipchart/chalkboard</p>	<p>This is called a <u>FISCAL YEAR</u> -OCTOBER 1 THRU SEPTEMBER 30</p>
<p>POINT TO: <u>The finance officer</u></p>	<p>Each agency has designated a finance officer - <u>Use finance officer's name.</u> He/She controls the purse strings for the agency. So be nice whenever you see <u>Use finance officer's name</u> in the hall.</p>
<p>POINT TO: The <u>Requiring Activity</u>.</p>	<p><u>Use RA's name</u> is the requiring activity who had discovered he/she needs to purchase copiers for his/her office.</p>

FUNDING





	EXPLAIN TO THE STUDENTS:
POINT TO: The <u>finance officer</u>	<u>Use RA's name</u> must get the money he/she needs from <u>use finance officer's name.</u> See why it pays to be nice to your finance officer.
POINT TO: The word <u>Fund Citation</u> on the flipchart/chalk-board when using the word in your presentation.	The RA identifies the supplies by assigning it a number - <u>fund citation</u> before talking to the finance officer. Finance officer always does everything "by the numbers"
POINT TO: The <u>Finance Officer</u>	<u>Use finance officer's name.</u> questions the RA as to how much money is needed.
POINT TO: The <u>Requiring Activity.</u>	<u>Use RA's name</u> tells <u>Use finance officer's name.</u> he/she needs \$50,000.
POINT TO: The <u>Finance Officer</u>	<u>Use finance officer's name.</u> looks in his/her purse and says OK there is enough money.
POINT TO: The word <u>Certification</u> on the flipchart/chalk-board when using the word certify	As the finance officer, I <u>certify</u> to you there is \$50,000 in my purse.



<p>POINT TO: The word <u>Commitment</u> on the flipchart/chalk-board when using the word in your presentation.</p>	<p>EXPLAIN TO THE STUDENTS: I will make a <u>commitment</u> to you that the money will not be given to any other office. Some agencies call this allocating the money.</p>
<p>POINT TO: The word <u>Act Number</u> on the flipchart/chalk-board when using the word in your presentation.</p>	<p><u>Use finance officer's name.</u> tells the RA "You have my word and I will prove it by matching your fund citation with one of my numbers-<u>an act number</u>. That will reserve the money just for you.</p> <p>Only you have that number and it can be spent only on what you just told me you need it for. Don't go buying a car when I gave you money for copiers.</p>
<p>POINT TO: The <u>Requiring Activity</u>. then to: The <u>Contracting Officer</u></p>	<p>Once the finance officer gives the act number to the RA, <u>Use RA's name.</u> takes his/her request over to <u>Use CO's name.</u>the Contracting Officer.</p>
<p>POINT TO: The <u>Requiring Activity</u>. then to: The <u>Contracting Officer</u></p>	<p><u>Use RA's name</u> asks <u>Use CO's name</u> to buy the copiers for him/her and points out the money is only good until September 30.</p>

FUNDING

<p>POINT TO: The <u>Contracting Officer</u> then to: <u>The Contractor</u></p>	<p>EXPLAIN TO THE STUDENTS: <u>Use CO's name</u>, the CO, does a great job and is able to procure the copies from <u>Use Contractor's name</u> before September 30.</p>
<p>POINT TO: The <u>Contracting Officer</u> then <u>The Contractor</u></p>	<p><u>Use CO's name</u>, the CO tells <u>Use Contractor's name</u>, the Contractor, to deliver the supplies and gives <u>Use Contractor's name</u> the funds citation and act number as proof[We all know what bills are!]</p>
<p>POINT TO: The word <u>Obligation</u> on the flipchart/chalkboard when using it in the presentation.</p>	<p>When the CO gives the fund citation and act number to the Contractor, the CO has <u>obligated</u> the Government to pay the funds to the contractor</p>
<p>POINT TO: <u>The Contractor</u></p>	<p><u>Use Contractor's name</u> delivers the copiers to <u>Use RA's name</u>, the RA and everything was A OK.</p>
<p>POINT TO: <u>The Contractor</u></p>	<p><u>Use Contractor's name</u> then sends a bill to <u>Use Finance Officer's name</u> to collect his/her money. <u>Use Contractor's name</u> cites the fund citation/act number on the bill [invoice].</p>

	EXPLAIN TO THE STUDENTS:
<p><u>POINT TO:</u> The <u>Finance Officer</u></p> <p>then</p> <p><u>POINT TO:</u> The word Expenditure on the flipchart/chalk-board when using it in the presentation.</p>	<p><u>Use Finance Officer's name</u> gives <u>Use Contractor's name</u> the money. The funds have now been expended.</p>

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>Scenario: What if the RA gets \$50,000 from the Finance Officer but the contractor (who is the cheapest buy in town) will only sell the copiers for \$60,000.</p>	
	<ul style="list-style-type: none"> • Question: Can the CO buy the supplies for \$60,000? <p>Answer: No, the CO must go back to the RA who in turn goes back to the Finance Officer to beg for more money.</p>	
	<ul style="list-style-type: none"> • Question: If the Finance Officer doesn't come up with the additional \$10,000 and the CO buys the copiers anyway, what is the CO in violation of? <p>Answer: The Anti-Deficiency Act of 1905.</p>	
	<ul style="list-style-type: none"> • Question: What could happen to the CO if he violates the Anti-Deficiency Act? <p>Answer: One of several penalties:</p> <ul style="list-style-type: none"> - Reprimand - Demotion - Pay the difference from their own pocket - \$5,000 fine and possible jail term if violation was willful. 	<p>Point to the term Anti-Deficiency Act on the flipchart/ chalkboard</p>
	<ul style="list-style-type: none"> • Question: If there isn't enough money, what can be done? <p>Answer:</p> <ol style="list-style-type: none"> 1. Cancel the requirement. 2. Decrease the quantity. 3. Buy them later if you can wait. 	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<ul style="list-style-type: none"> • Question: Who would make the final decision on what to do when there aren't enough funds? Answer: The RA - it is his/her mission that is impacted. 	<p>The terms we just covered are in the introduction section of Chptr 2 on Funding.</p>
	<p>f. Point out agency requirements</p> <p>State that each federal agency has its own basic system for funding and all systems will not be covered. You should go back to your agency to determine how the funding works. The concept is generally the same as far as the funding terms are concerned. Find out the specifics at your agency.</p> <p>g. Direct students' attention to Flowchart of Steps in Reviewing the Sufficiency of Funds</p> <p>"Walk" the students through the steps shown on chart.</p>	

TR 2-4

TOPIC: FUNDING

Ref. Chapter 2, TR pg. 2-5



Objective: When you complete this lesson, your students should be able to:

- Identify the type of funding available for the requirement.

Time TBD

Method: Lecture/Discussion

LESSON PLAN

Ref.	Steps In Presenting The Topic	Instructor Notes
 TR  TR 2-5	<p>a. Show VG 2-1: Funding</p> <p>STEP 1: Identify the type of funding available for the requirement.</p> <p>b. Direct the students' attention to Exhibit 2-2 Types of Funding</p> <p>Annual Multi-Year No Year</p> <p>c. Describe the three types of funding.</p> <p><u>Annual</u> - Obligated only in the fiscal year for which the funds are appropriated. Annual funds are provided by Congress for such things as civilian pay, maintenance and operations, and for subsistence and normal items of supply that can be delivered within two years after the fiscal year ends.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p><u>Multi-year</u> - Obligated for more than one fiscal year. Multi-year funds are provided for services, major systems or major equipment.</p> <p><u>No year</u> - Obligated in no specific year or years. No year appropriations are provided for research and development, weapons systems, long lead time construction and similar long range projects.</p> <p>d. Explain obligation of funds.</p> <ul style="list-style-type: none"> • Annual funds are for one year unless an act provides otherwise. • If no or only partial obligations are made during the year(s) for which the money was appropriated, the appropriation expires and is no longer available for obligation. • Unused funds are returned to the Treasury unless there is a specific authorization for reallocations. 	

TOPIC: FUNDING

Ref. Chapter 2, TR pg. 2-6 thru 2-8


Objective: When you complete this lesson, your students should be able to:

- Identify the date by which funds must be obligated.

Time: TBD

Method: Lecture/Discussion

LESSON PLAN

Ref.	Steps In Presenting The Topic	Instructor Notes
 TR 2-6	<p>a. Show VG 2-2: Funding STEP 2: Identify the date by which funds must be obligated.</p> <p>b. <u>State</u>: We, as Government employees, cannot authorize or create an obligation in excess of funds available or in advance of appropriations.</p> <p>b. Funds citations are:</p> <p>An assigned number used to track and account for the ultimate obligation and expenditure of the funds.</p> <p>c. Direct the students' attention to the example of a fund citation in their text reference</p>	

NEAR ACCOUNTING CLASSIFICATION					
Fund	Organization	Budget Activity	Object Class	Function	Cost Element
127.9	SOOP0920	10	21	H40	110

Walk the students through the various elements of the fund citation.

127.9 = GMA Fund for FY89
 SOOP0920..... = Ofc of Acq.Policy
 10 = Budget Activity
 21 = Object Class
 H40 = Function

This is a GSA fund citation which only serves as an example.



• **Question**

Which number designates the fiscal year?

Answer: The "9" in Fund: 127."9"

d. Tell the students to get the PR for fireworks and say:

The RA for the fireworks PR has submitted an amended PR showing the fund citation for this requirement. The amended PR was signed by the appropriate official.




Direct the students to write the fund citation on the PR, block 9 shown on the flipchart or the board.



• **Question:**

What is the fiscal year for this fund citation?

Answer: FY 1992

Ref.	Steps In Presenting The Topic	Instructor Notes
	<ul style="list-style-type: none"> • Question: What is the time period for FY 1992 Answer: Oct 1, 1991 thru September 30, 1992 	
	<ul style="list-style-type: none"> • Question: Do all fund citations look alike for all agencies? Answer: No Tell the students: It is your responsibility to find out about the fund citation used by your agency. Explain: For the purposes of this course, we are using the GSA funding citations in our exercises. 	Fireworks PR: 127.2.S00P0920. 10.21.H40
 CE 2-3	<p>e. Assign Case Study 2-1, CE 2-3 "Where did all the time go?"</p> <p>Ask the students to turn to Case Study 2-1 in their CE Book.</p> <p>Tell them to read the scenario and answer the questions. This is an individual exercise.</p> <p>Allow students 10 minutes to complete the exercise</p> <p>Select students at random to answer the questions</p>	

**NOTE TO INSTRUCTOR: THIS PAGE IS SAME AS STUDENTS
SOLUTIONS TO QUESTIONS FOLLOW THIS PAGE**

**Case Study No. 2-1
Where did all the time go?**

Justine Times, the contracting officer, received a purchase request on May 20, 1991 for 25 lawn mowers. The purchase request included a fund citation as follows:

127.1.S00P0918.10.21.H40.110.

Justine, was so excited about her high dollar value procurement that she forgot about this PR and did not complete the procurement until October 16. She issued the contract and signed it without consulting anyone.






SOLUTIONS TO QUESTIONS FOLLOW THIS PAGE




Question 1. In what fiscal year did Justine receive her PR?

Question 2. In what fiscal year did Justine complete the procurement?

Question 3. What was the last day funds could be obligated under the PR?

Question 4. What did Justine do wrong?

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>BEGIN BY ASKING:</p>	
	<p>Could this be a real life situation?</p>	
	<p>Answer: Yes</p>	
	<ul style="list-style-type: none"> • Question No. 1 	
	<p>In what fiscal year did Justine receive her PR?</p>	
	<p>Answer: FY 1991</p>	
	<ul style="list-style-type: none"> • Question No. 2 	
	<p>In what fiscal year did Justine complete the procurement?</p>	
	<p>Answer: FY 1992</p>	
	<ul style="list-style-type: none"> • Question No. 3 	
	<p>What was the last day funds could be obligated under the PR?</p>	
	<p>Answer: September 30, 1991</p>	
	<ul style="list-style-type: none"> • Question No. 4 	
	<p>What did Justine do wrong?</p>	
	<p>Answer: The fiscal year changed from FY 1991 to FY 1992 on October 1. Justine let the funds expire on September 30. In essence, she spent money she did not have. She did not consult the appropriate officials to obtain funds for the new fiscal year.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
<p data-bbox="240 737 326 821"></p> <p data-bbox="240 1184 326 1268"></p> <p data-bbox="240 1304 326 1346">CE</p> <p data-bbox="240 1356 326 1440"></p> <p data-bbox="256 1444 347 1472">CE 2-5</p>	<p data-bbox="380 289 870 384">f. Remember that the contracting officer:</p> <ul data-bbox="428 415 1062 701" style="list-style-type: none"> • Shall Not spend more money than he/she has; • Shall Not promise to spend more money than he/she has; • Shall Not spend money for purpose other than that authorized, and • Obtain written assurance from fiscal authority (usually provided on the PR) that adequate funds are available or condition the contract upon availability of funds. <p data-bbox="380 737 630 779">• Question</p> <p data-bbox="428 789 1029 905">What can you do if you feel the PR was received too late for award to be made by the last day funds can obligated?</p> <p data-bbox="428 947 1078 1146">Answer: The regulations allow for initiating action even if the money used to fund the procurement will not be available until the next fiscal year. You must inform all prospective bidders that award will be contingent upon receiving funds in the next fiscal year. This is done by including a provision in the solicitation - 52.232-18 Availability of funds.</p> <p data-bbox="380 1188 992 1283">g. Assign Case Study 2-2: Last Minute Requests</p> <p data-bbox="428 1325 1057 1398"><u>Ask</u> the students to turn to Case Study 2-2 in their CE Book.</p> <p data-bbox="428 1451 862 1482">This is an individual exercise.</p> <p data-bbox="428 1524 1062 1598"><u>Select</u> individuals at random to answer the questions.</p>	

NOTE TO INSTRUCTOR: THIS PAGE IS SAME AS STUDENTS
SOLUTIONS TO QUESTIONS FOLLOW THIS PAGE

Case Study No. 2-2 Last Minute Requests

Justine received a purchase request on September 18, 1991 for 25 lawn mowers with delivery not due until April 1. The PR included a fund citation as follows:

127.1.S00P0925.10.21.H40.110

Justine knows the earliest she can make an award is November, 1991.

SOLUTIONS TO QUESTIONS FOLLOW THIS PAGE

Question 1. In what fiscal year did Justine receive the PR?

Question 2. What is the last day funds can be obligated?

Question 3. How does the date identified in Question 2 impact the fund citation?

Question 4. Should Justine accept the PR?

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>BEGIN SOLUTION BY ASKING:</p> <p>Do you feel this situation is realistic?</p> <p>Answer: Yes, this happens at the end of every fiscal year.</p> <p>Question No. 1 In what fiscal year did Justine receive the PR?</p> <p>Answer: FY 1991</p> <p>Question No. 2 What is the last day funds can be obligated?</p> <p>Answer: September 30, 1991</p> <p>Question No. 3 How does the November 1991 date impact the fund citation?</p> <p>Answer: Funds will expire before award can be made. There are no funds available for this procurement.</p> <p>Question No. 4 Should Justine accept the PR?</p> <p>Answer: Yes. Justine can accept the PR , however a statement that any award made after September 30, 1991, shall be subject to the availability of FY 92 when soliciting bids. This statement should be shown on the PR.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>h. Tell the students there are two other issues they will need to know about when dealing with funds.</p> <p>1. Funds are obligated by delivery orders issued under indefinite quantity and requirements contracts , not by the contract itself.</p> <p><u>If asked, Define</u> indefinite-quantity and requirements contracts.</p> <ul style="list-style-type: none"> • An indefinite-quantity contract is appropriate when the Government cannot predetermine, above a specified minimum, the precise quantities of supplies or services that will be required during the contract period, and it is inadvisable for the Government to commit itself for more than a minimum quantity. • A requirements contract is appropriate when the Government anticipates recurring requirements but cannot predetermine the precise quantities of supplies or services that designated Government activities will need during a definite period. <p><u>State:</u> Take a look at the Decision Table on Funding Clauses at the top of TR 2-7.</p>	<p>An indefinite quantity contract should be used only for items or services that are commercial products or commercial-type products and when a recurring need is anticipated. Funds for other than the stated minimum quantity are obligated by each delivery order, not by the contract itself.</p> <p>Generally used for commercial or commercial-type products. Provides for filling all actual requirements of designated Government activities for specified supplies or services during a specified period, with deliveries to be scheduled by placing orders with the contractor.</p>

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>2. You may insert the Availability of Funds clause in a solicitation and contract if the contract requires new fiscal yr funds and is initiated before funds are available.</p> <p>3. Contracts funded by annual appropriations cannot cross fiscal years except:</p> <ol style="list-style-type: none"> 1. In accordance with statutory authorization, or 2. When contracts are for an end product that cannot be subdivided for separate performance in each fiscal year. <p>i. Identify when to accept a PR that has a funds expiration date.</p> <p>Accept a PR when it shows the date funds will expire <u>only</u> after you have established that adequate time is available for award and obligation of funds by this date. You may also accept a PR when it includes a statement that the contract is subject to availability of funds clause.</p> <p>Factors that may impact this determination include:</p> <ul style="list-style-type: none"> • Justification for single or limited source(s) is satisfactory (if funds expire in a short period of time). • Item to be purchased is commercially available or statement of work for services is standardized. • Method of procurement. • Synopsis time frames can be met. 	

TOPIC: FUNDING

Ref.: Chapter 2, TR pg. 2-8 thru 2-9

Objective: When you complete this lesson, your students should be able to:

- determine whether to return the purchase request for correction or no action.

Time: TBD

Method: Lecture/Discussion

LESSON PLAN



Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>a. Show VG 2-3: Funding STEP 3: Determine whether to return the purchase request for correction or no action.</p> <p><u>State</u> that in most situations, the requiring activity will resolve funding problems expeditiously.</p> <p>A PR should be returned when it is absolutely impossible to proceed.</p>	
<p>TR</p>  <p>TR 2-8 and TR 2-9</p>	<p>b. Direct the students' attention to Exhibits 2-3 and 2-4.</p> <p>Exhibit 2-3: Funding Deficiencies and Solutions (see next pg.)</p> <p>Exhibit 2-4: Consequences of Funding Deficiencies After Award (see next pg.)</p> <p>Explain: These exhibits identify what to do if you have a problem with a fund citation.</p>	

Exhibit 2-3

FUNDING DEFICIENCIES AND SOLUTIONS	
IF...	THEN
No funds and/or citations:	Return PR to requiring activity.
No funds, but PR states they will be available prior to award:	Make priority assessment on likelihood of fund availability.
Fund citation is incorrect:	Obtain correction from requiring activity.
Wrong type of funds is cited:	Return PR and explain consequences of using wrong funds.
Funds will expire before award:	Explain to requiring activity your procurement constraints.
Funds are insufficient	Explain options to requiring activity.

Exhibit 2-4

CONSEQUENCES OF FUNDING DEFICIENCIES AFTER AWARD	
IF YOU AWARD A CONTRACT WITH:	THEN:
Incorrect fund citation	Modify contract to correct fund citation.
Wrong type of funds:	Modify contract to correct type.
Expired funds	May be in violation of Anti-Deficiency Act; Government may be liable to contractor for performance or delivery.
Insufficient funds:	May be in violation of Anti-Deficiency Act; Government may be liable to contractor for performance or delivery.

TOPIC: FUNDING

Ref. Chapter 2, TR pg. 2-10




Objective: When you complete this lesson, your students should be able to:



- determine whether the amount of funding is realistic.

Time: TBD

Method: Lecture/Discussion

LESSON PLAN

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>a. Show VG 2-4</p> <p>STEP 4: FUNDING</p> <p>Determine whether the amount of funding is realistic.</p>	
	<ul style="list-style-type: none"> • Question What method(s) would you use to determine whether funds are realistic? <p>Answer: Looking at prices paid in the past for similar items or services will help. Previous prices can be found in "acquisition history files" of recent awards.</p>	
	<ul style="list-style-type: none"> • Question Can you think of any other ways to make the determination? <p>Additional answers:</p> <ul style="list-style-type: none"> • Changes in market conditions, e.g., rapid inflation • Limited competition • Unusual nature of requirement • Market survey of prices • No domestic suppliers 	

Ref.	Steps In Presenting The Topic	Instructor Notes
 CE  CE 2-7	<p>b. Assign Case Study 2-3: "A Blast from the Past"</p> <p>This is an individual exercise.</p> <p>Ask the students to turn to Case Study 2-3 in their CE book.</p> <p>Tell them to read the scenario and answer the questions.</p> <p>Give the students 5 minutes to complete the exercise.</p> <p>Select students at random to answer the questions.</p>	

NOTE TO INSTRUCTOR: THIS PAGE IS SAME AS STUDENTS
SOLUTIONS TO QUESTIONS FOLLOW THIS PAGE

Case Study 2-3
"A Blast from the Past"

In reviewing the files on previous awards for TV surveillance systems, Pat Rivers created the following chart and compared this information to the current request.

ACQUISITION HISTORY RECORD FOR TV SURVEILLANCE SYSTEM				
Contract No. & Contractor	Date of Award	Quantity	Unit	Award Amount
Q90-1490/Tri-State Unlimited Security Systems Inc.	2-24-90	1	EA	\$160,000
Q89-4309/Tri-State Unlimited Security Systems Inc.	9-15-89	1	EA	\$160,000
Q87-2307/Alarm & Security Equipment Inc.	6-20-87	1	EA	\$155,000


Read the chart above and answer the following questions.

Question 1. What amount of funds have been made available for the TV Surveillance System, Line 0001 on the PR?

Question 2. How does that amount compare to the amounts awarded previously?

Question 3. Should you continue to process the PR?

Question 4. What should be your next course of action?

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>Question No. 1 What amount of funds have been made available for the TV Surveillance System, Line 0001 on the PR?</p> <p>Answer: \$84,500</p> <p>Question No. 2 How does that amount compare to the amounts awarded previously?</p> <p>Answer: It is significantly <u>INSUFFICIENT</u>!</p> <p>Question No. 3 Should you continue to process the PR?</p> <p>Answer: No</p> <p>Question No. 4 What should be your next course of action?</p> <p>Answer: Go back to the RA and obtain additional funds</p> <p> c. Assign Roleplay: "NO DOUGH, NO GO"</p> <p><u>Select</u> two students for roleplay</p> <p><u>Assign</u> one as the Contract Specialist and one as the RA.</p> <p><u>Give</u> both students time to read over the script.</p> <p>Note to instructor: If you end Lessons 1 & 2 before 3:00 p.m., start Lesson 3, Market Research--only through the roleplay. This will prepare students for Tuesday.</p>	<p>This roleplay will be performed face-to-face. The same two people used for the roleplay as Gene Poole and Pat Rivers can be called upon again if they were successful in playing their part. Otherwise, use two new students for the roles. Same instructions apply</p> <p>This is the transition to Lesson 3 - Market Research</p>

ROLEPLAY
NO DOUGH, NO GO
 Contract Specialist's Copy of Script

Set the stage:

The contract specialist, PAT, must contact the RA, GENE POOLE to inquire about the vast difference in the Government Cost Estimate and the previous award amounts.

Speaker	Script
Contract Specialist	Hello. May I speak with GENE Poole.
RA	This is Mr. Poole speaking.
Contract Specialist	Mr. Poole, this is Pat Rivers calling. I received the memo you sent me today. I've found a new problem with YOUR REQUISITION .
RA	I THOUGHT I WAS THROUGH WITH YOU. WHAT IS IT THIS TIME?
Contract Specialist	<p>In reviewing the acquisition history for this item, there is a significant variance between the current \$84,500 Government Cost Estimate and the actual amount paid for previous procurements.</p> <p>The \$84,500 is not enough for me to process this PR. Unless you can come up with another <u>50 to 60 thousand dollars</u>, you can just forget this requirement.</p>
RA	<p>\$50 OR 60 THOUSAND - ARE YOU CRAZY???</p> <p>You're assuming I don't know what the value is for the requirement I want. Apparently it is you that doesn't know how much things cost.</p> <p>Look, I know you are relying on the past three contracts awarded for this office. However, if you would just read the specifications for the past three contracts you would have realized there was a significant difference in the specifications. I also checked with another office and found out what the GOING rates are. DID YOU?</p> <p>Unless you can justify your position to me, the \$84,500 available stands and I expect you to continue with my requirement.</p> <p>Next time, Pat, research the market before you bother me.</p>

ROLEPLAY
NO DOUGH, NO GO
 RA's Copy of Script

Set the stage:

The contract specialist, PAT, must contact the RA, GENE POOLE to inquire about the vast difference in the Government Cost Estimate and the previous award amounts.

Speaker	Script
Contract Specialist	Hello. May I speak with GENE Poole.
RA	This is Mr. Poole speaking.
Contract Specialist	Mr. Poole, this is Pat Rivers calling. I received the memo you sent me today. I've found a new problem with YOUR REQUISITION .
RA	I THOUGHT I WAS THROUGH WITH YOU. WHAT IS IT THIS TIME?
Contract Specialist	<p>In reviewing the acquisition history for this item, there is a significant variance between the current \$84,500 Government Cost Estimate and the actual amount paid for previous procurements.</p> <p>The \$84,500 is not enough for me to process this PR. Unless you can come up with another <u>50 to 60 thousand dollars</u>, you can just forget this requirement.</p>
RA	<p>\$50 OR 60 THOUSAND - ARE YOU CRAZY???</p> <p>You're assuming I don't know what the value is for the requirement I want. Apparently it is you that doesn't know how much things cost.</p> <p>Look, I know you are relying on the past three contracts awarded for this office. However, if you would just read the specifications for the past three contracts you would have realized my requirements this time were considerably less. I also checked with another office and found out what the GOING rates are. DID YOU?</p> <p>Unless you can justify your position to me, the \$84,500 available stands and I expect you to continue with my requirement.</p> <p>Next time, Pat, research the market before you bother me.</p>

ROLEPLAY
NO DOUGH, NO GO
 Instructor's Copy of Script

Set the stage:

The contract specialist, PAT, must contact the RA, GENE POOLE to inquire about the vast difference in the Government Cost Estimate and the previous award amounts.





Speaker	Script
Contract Specialist	Hello. May I speak with GENE Poole.
RA	This is Mr. Poole speaking.
Contract Specialist	Mr. Poole, this is Pat Rivers calling. I received the memo you sent me today. I've found a new problem with YOUR REQUISITION .
RA	I THOUGHT I WAS THROUGH WITH YOU. WHAT IS IT THIS TIME?
Contract Specialist	<p>In reviewing the acquisition history for this item, there is a significant variance between the current \$84,500 Government Cost Estimate and the actual amount paid for previous procurements.</p> <p>The \$84,500 is not enough for me to process this PR. Unless you can come up with another <u>50 to 60 thousand dollars</u>, you can just forget this requirement.</p>
RA	<p>\$50 OR 60 THOUSAND - ARE YOU CRAZY???</p> <p>You're assuming I don't know what the value is for the requirement I want. Apparently it is you that doesn't know how much things cost.</p> <p>Look, I know you are relying on the past three contracts awarded for this office. However, if you would just read the specifications for the past three contracts you would have realized my requirements this time were considerably less. I also checked with another office and found out what the GOING rates are. DID YOU?</p> <p>Unless you can justify your position to me, the \$84,500 available stands and I expect you to continue with my requirement.</p> <p>Next time, Pat, research the market before you bother me.</p>



Ref.	Steps In Presenting The Topic	Instructor Notes
	<p data-bbox="380 289 927 338">d. Summarize Lesson 2</p> <p data-bbox="427 373 954 451"><u>State:</u> Now let's recap the steps in reviewing the sufficiency of funds:</p> <p data-bbox="427 489 971 567">Step 1: Identify the type of funding available.</p> <p data-bbox="427 571 1040 648">Step 2: Identify the date by which funds must be obligated.</p> <p data-bbox="427 653 1029 730">Step 3: Determine whether to return the PR for correction.</p> <p data-bbox="427 735 1057 806">Step 4: Determine whether the amount of funding is realistic.</p>	




TOPIC: MARKET RESEARCH**Ref:** Chapter 3, TR pg. 3-3**Objective:** When you finish this introduction, your students should be able to:

- Define market research and market survey.
- Identify the purpose of market research and market survey.

Time: TBD**Method:** Inquiry**LESSON PLAN**

Ref.	Steps In Presenting The Topic	Instructor Notes
CE  CE 2-7	a. Present the setting. Tell the students to: <ul style="list-style-type: none"> - get the PR for Security Systems and checklist - turn to Case Study 2-3 on CE 2-7 (Lesson 2) "A Blast from the Past" 	
	<ul style="list-style-type: none"> • Question: How much money has been allocated for Line Item 0001, the TV surveillance system? 	
	<p>Answer: \$84,500 (Block 18 on PR)</p> <ul style="list-style-type: none"> • Question: How much money was needed for the previous procurement? 	
	<ul style="list-style-type: none"> • Question: What was Gene Poole's response when the Contract Specialist, Pat Rivers, requested an additional \$50 to \$60 thousand dollars? <p>Answer: Gene went ballistic! He informed the Pat that there was a significant difference in the specifications and he had checked out the going rates (current prices) for the system he needed.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<ul style="list-style-type: none"> • Question: What was Gene's final comment to Pat? Answer: "Next time, Pat, research the market before you bother me." 	
 TR 3-3	<ul style="list-style-type: none"> • Question: What is market research? Answer: Market research means the "process used for collecting and analyzing information about the entire market available to satisfy the minimum agency needs." FAR 11.004 a. State: The purpose of market research is to: <ul style="list-style-type: none"> • <u>ascertain</u> the availability of commercial products to meet those needs, • <u>identify</u> the market practice, including warranty terms of firms engaged in producing, distributing, and supporting these products, and • <u>ensure</u> full and open competition and that the Government's needs are met in a cost effective manner. • Question: How much research should be conducted for procurements? Answer: No two requirements are the same or require the same amount of work. The extent of market research and analysis should be commensurate with such factors as: <ul style="list-style-type: none"> •urgency •estimated dollar value •complexity, and •past experience 	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>b. State: Market research also includes "market surveys."</p> <p> • Question: What is a market survey?</p> <p>Answer: Market survey means "attempts to ascertain whether other qualified sources capable of satisfying the Government's requirements exist." FAR 7.101</p> <p> • Question: Why are market surveys conducted and how often should they be conducted?</p> <p>Answer: Market surveys are conducted for all acquisitions in order to:</p> <ol style="list-style-type: none"> 1. Promote and provide for full and open competition, or 2. Obtain adequate competition when full and open competition is not required. <p> • Question: Do market surveys guarantee additional sources?</p> <p>Answer: No.</p> <p>c. Direct students to Exhibit 3-1 on TR 3-4, Flowchart of the Steps in Conducting Market Research.</p> <p>State: Now that you have defined two important terms in this lesson and have identified their significance, here are the steps in conducting market research.</p>	

TOPIC: MARKET RESEARCH

Ref: Chapter 3, TR Pages 3-5 to 3-6



Objective: When you complete this lesson, your students should be able to:



- Research acquisition histories.



Time: TBD

Method: Inquiry/Discussion/Group Exercise

LESSON PLAN

Ref.	Steps In Presenting The Topic	Instructor Notes
 TR 3-5	<p>a. Show VG 3-1: Market Research.</p> <p>STEP 1: Research acquisition histories.</p> <p><u>Explain:</u> The contract specialist is responsible for conducting market research.</p> <p>• Question: What is the <u>first step</u> in conducting market research:</p> <p>Answer: The contract specialist should begin the research by considering <u>historical experiences or acquisition histories</u> encountered by your organization when purchasing similar supplies or services. Acquisition histories are historical data of facts on a specific requirement.</p>	
 TR 3-5		

Ref.	Steps In Presenting The Topic	Instructor Notes
<div data-bbox="303 291 389 369">  </div> <div data-bbox="303 535 389 562"> TR 3-6 </div> <div data-bbox="303 980 389 1058">  </div>	<div data-bbox="501 363 1049 430"> <ul style="list-style-type: none"> • Question: What information is included in acquisition histories? </div> <div data-bbox="501 468 1049 497"> <p>SOLICIT DISCUSSION</p> </div> <div data-bbox="501 535 1049 947"> <p>Answer: Includes:</p> <ul style="list-style-type: none"> • the names of contractors who received previous awards • the date of those awards • the contract number(s) • the type of contract; • supplies and/or services • method of procurement • prices • delivery terms • problems with the requirement before and after award • degree of competition (i.e., set-asides, sources solicited • whether the product was commercial or manufactured. • personal experience • other correspondence </div> <div data-bbox="501 980 1049 1192"> <p><u>Point Out:</u> If everything you need to know is not in the acquisition history, you may need to search through the entire contract file to acquire the data necessary to make decisions for a requirement. Whatever information you come up with, it will be used to make significant decisions throughout the entire procurement process.</p> </div>	

Ref.	Steps In Presenting The Topic	Instructor Notes
 	<p>b. Assign Case Study 3-1 on CE 3-3 thru 3-5: "Nothing but the Truth, the Whole Truth."</p> <p>This is a group exercise.</p> <p><u>Inform</u> the groups that they have 10 minutes to complete this exercise by answering all four questions.</p> <p><u>Remind</u> the groups to select a timekeeper, facilitator, spokesperson, etc.</p> <p><u>Select</u> a group to answer question no. 1. -Allow other groups to comment on the answers given by the group. -Provide the school solution (solutions follow the case study and roleplay)</p> <p><u>Repeat</u> above step until all four questions have been completed.</p> <p><u>Provide</u> the case summary after the exercise has been completed</p>	<p>(The acquisition history used for Case Study 3-1 is the same as used in Case Study 2-3. Also, a copy of the script used for the roleplay following Case Study 2-3 has been provided to the students with this case study.)</p> <p>Tell students to put acquis. history in appropriate folder..</p>

(NOTE TO INSTRUCTOR: CASE STUDY 3-1 AS IT APPEARS IN THE STUDENTS CLASS EXERCISE BOOK. ROLEPLAY AND SOLUTION FOLLOW CASE STUDY)

Case Study 3-1

"Nothing but the Truth, the Whole Truth"

ACQUISITION HISTORY RECORD FOR TV SURVEILLANCE SYSTEM				
Contract No. & Contractor	Date of Award	Quantity	Unit	Award Amount
Q90-1490/Tri-State Unlimited Security Systems Inc.	2-24-90	1	EA	\$160,000
Q89-4309/Tri-State Unlimited Security Systems Inc.	9-15-89	1	EA	\$160,000
Q87-2307/Alarm & Security Equipment Inc.	6-20-87	1	EA	\$155,000

Read the chart above and answer the following questions.

Question 1. What types of information were covered in the acquisition history?

Question 2. Gene used the going rate for the TV surveillance system as a part of his argument. Does the acquisition history give you that information?

Question 3 What information would best provide you with the going rates?

Question 4. What information could have helped Pat avoid embarrassment for the specification issue raised by Gene?

Question 5. How do you rate the acquisition history used by Pat?

(STUDENTS HAVE A COPY OF THE ROLEPLAY WITH THEIR CASE STUDY 3-1)

CASE STUDY 3-1
"Nothing but the Truth, the Whole Truth"
(Copy of Script used in Roleplay)



Set the stage:

The contract specialist, PAT, must contact the RA, GENE POOLE to inquire about the vast difference in the Government Cost Estimate and the previous award amounts.

Speaker	Script
Contract Specialist	Hello. May I speak with GENE Poole.
RA	This is Mr. Poole speaking.
Contract Specialist	Mr. Poole, this is Pat Rivers calling. I received the memo you sent me today. I've found a new problem with YOUR REQUISITION .
RA	I THOUGHT I WAS THROUGH WITH YOU. WHAT IS IT THIS TIME?
Contract Specialist	<p>In reviewing the acquisition history for this item, there is a significant variance between the current \$84,500 Government Cost Estimate and the actual amount paid for previous procurements</p> <p>The \$84,500 is not enough for me to process this PR. Unless you can come up with another <u>50 to 60 thousand dollars</u>, you can just forget this requirement.</p>
RA	<p>\$50 OR 60 THOUSAND - ARE YOU CRAZY???</p> <p>You're assuming I don't know what the value is for the requirement I want. Apparently it is you that don't know how much things cost.</p> <p>Look, I know you are relying on the past three contracts awarded for this office. However, if you would just read the specifications for the past three contracts you would have realized my requirements this time were considerably less. I also checked with another office and found out what the GOING rates are. DID YOU?</p> <p>Unless you can justify your position to me, the \$84,500 available stands and I expect you to continue with my requirement.</p> <p>Next time, Pat, research the market before you bother me.</p>

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>Solution for Case Study 3-1: "Nothing but the Truth, the Whole Truth."</p> <p>Question No. 1: What types of information were covered in the acquisition history for TV Surveillance Systems</p> <p>Answer: Contract No. and Contractor Date of Award Quantity purchased Award Amount</p> <p>Question No. 2: Gene used the going rate for the TV surveillance system as a part of his argument. Does the acquisition history give you that information?</p> <p>Answer: NO</p> <p>Question No. 3: What information would <u>best</u> provide you with the going rates?</p> <p>Suggested Answers:</p> <ul style="list-style-type: none"> •Trends in buying practices, discounts, warranty practices, and other terms and conditions for commercial and Government sales. •Technological changes and trends in Government supply/demand. •Technical capability. •Factors that affect market prices <p>Question No. 4: What information could have helped Pat avoid embarrassment for the specification issue raised by Gene?</p> <p>Answer: Derivation of prior price</p>	<p>START HERE ON TUESDAY IF YOU'VE REACHED THIS POINT ON MONDAY AFTERNOON!!</p> <p>TELL STUDENTS FOR HOMEWORK THEY ARE TO READ CHAPTERS 1-4 IN THE TR.</p>

Ref.	Steps In Presenting The Topic	Instructor Notes
TR 3-5	<p>Question No. 5:</p> <p>How do you rate the acquisition history used by Pat?</p> <p>Answer: Insufficient - Lacking the type of data for comparing what <u>is</u> being purchased vs. what <u>was</u> purchased.</p>	
	<p>d. Summarize Case Study 3-1.</p> <p>State: By conducting research prior to any purchase, will more often than not, prove beneficial. Researching the market is a normal practice not only for the Government but for consumers as well.</p> <p>State: When analyzing acquisition histories, some of the questions you want answered are:</p> <ul style="list-style-type: none"> •How well did the product or service meet the needs of the requiring activity? •What was the cost? •Was the item competitive? •What types of problems were encountered? •What method was used to procure the requirement? •What type of contract was used? •Were there any unsolicited comments and complaints regarding previous procurements? •What were the results of any synopses? 	<p>Provide practical examples of how consumers research the mkt before making major purchases.</p>

Ref.	Steps In Presenting The Topic	Instructor Notes
	<ul style="list-style-type: none"> Question: Is there any time you would use an abbreviated version of the acquisition history, such as the ones in the case study? Answer: When the requirement is for common use/commercial off-the-shelf items and are regularly procured. Explain: Begin your research with historical experiences. You should not expend time and effort researching other areas if historical data provides a basis for a good understanding of the requirement and the industry. Research other areas until you are fully satisfied with your knowledge of the requirement. 	
	<ul style="list-style-type: none"> Question: Where would you turn if the acquisition histories did not provide sufficient information? Answer: Let's find out in Step 2. 	

TOPIC: MARKET RESEARCH



Ref: Chapter 3, TR Pages 3-6 to 3-8

Objective: When you complete this lesson, your students should be able to:
 • Identify data from catalogs, periodicals and other published or on-line sources.

Time: TBD

Method: Inquiry/Discussion/Group Exercise

LESSON PLAN

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>a. Show VG 3-2: Market Research. STEP 2 - Identify data from catalogs, periodicals and other published or on-line sources.</p> <p>b. Direct the students to look at Exhibit 3-1.</p>	
TR 3-6	<p><u>Explain:</u> This exhibit shows different kinds of information to use in planning a procurement. This list is neither all inclusive nor is it the mandatory information you need for researching a procurement.</p>	
	<p>• Question: Which ones have you used in the past and what were you buying when you used it? SOLICIT DISCUSSION</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
TR 3-7	<p>c. Look at the Data Collection Resources chart, Exhibit 3-2.</p> <p>State: There are many publications that contain common items and services usually easily accessible in the contracting office.</p>	


[The following chart is the identical chart in the **TR pg. 3-7.**]

DATA COLLECTION RESOURCES		
Yellow pages	Commercial catalogs	Mandatory and optional schedules
Vendor files	Thomas Register	GSA Federal Supply Schedules
Trade journals	Public news media	Other Federal agencies
Federal Procurement Data System (i.e., indicates lg or sm business, competitive, noncompetitive, etc)		
Informational requests for quotations		
Product brochures and promotional literature		
Source lists for items of a similar nature maintained at contracting activities		
Catalogs published by manufacturers, distributors, and dealers		
Responses to advance notices and solicitation synopses published in the CBD		
Economic indicators (Consumer Price Index, Producer Price Index)		

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p data-bbox="427 289 992 363">Walk the students through the chart by defining the resources.</p> <ol style="list-style-type: none"> <li data-bbox="380 409 1062 562">1. Yellow pages: we've all used the yellow pages before--provides names, addresses and phone numbers and/or describes product/service briefly.. <li data-bbox="380 609 976 762">2. Vendor files: identify suppliers; products; distributors; subcontractors; representatives of products; and past and present Government contracts. <li data-bbox="380 808 1057 961">3. Trade journals: address products; price information (i.e., trends in the immediate area, price escalations, etc.), Government needs vs. commercial needs. <li data-bbox="380 1008 1068 1081">4. Commercial catalogs: usually describes products and shows prices. <li data-bbox="380 1127 1062 1281">5. Thomas Register: alphabetical listing of companies; addresses and phone numbers; product listing; description of products; and manufacturers of products. <li data-bbox="380 1327 1057 1438">6. Public news media: provides name and location of company; sometimes gives phone number. <li data-bbox="380 1484 1003 1596">7. Mandatory & optional schedules: products and services; suppliers; prices; contract period; and ordering information. <li data-bbox="380 1642 992 1713">8. GSA Federal Supply Schedules: same as above. 	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p data-bbox="378 296 1076 533">9. Other Federal Agencies: other contracting offices can provide names, addresses, and phone numbers of suppliers for the same or similar products or services; prices paid for the products/services; delivery leadtime; performance; lg or small business.</p> <p data-bbox="378 575 1076 848">10. Federal Procurement Data System: indicates product/service; price; competitive or noncompetitive; small or lg. business; name of contractor; number of responses to solicitation; deobligation of funds; modifications; which exception to full & open competition was used; etc.</p> <p data-bbox="378 890 1076 1050">11. Informational requests for quotations: attempts to identify those parties interested in a certain acquisition.</p> <p data-bbox="378 1092 1076 1251">12. Product brochures and promotional literature: lists name and address of company and describes its products; may include price trends and technological improvement.</p> <p data-bbox="378 1293 1076 1453">13. Source lists used by other contracting activities: gives names, addresses and points of contract/phone numbers of individuals who can help.</p> <p data-bbox="378 1495 1076 1684">14. Catalogs published by manufacturers, distributors, & dealers: shows names, addresses, phone numbers., products/services descriptions, prices and trends, and technological improvements.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
<div data-bbox="240 1026 326 1108" data-label="Image"> </div> <div data-bbox="240 1148 354 1182" data-label="Text"> <p>CE 3-7</p> </div>	<p>15. Responses to advance notices and solicitation synopses published in CBD: names, addresses, phones nos., and products/services offered by suppliers.</p> <p>16. Economic indicators:</p> <p>Consumer Price Index (CPI): tracks changes in "retail" prices; used as a price adjustment factor in some areas of procurement (leasing in particular) and as a general gauge of inflation.</p> <p>Producer Price Index (PPI): tracks changes in price trends for the Government since the Government is a wholesale buyer.</p> <p>c. Assign Case 3-2 on CE 3-7 to 3-9: "Where do I Start?"</p> <p><u>Tell</u> the students to use TR pgs 3-7 and 3-9 for this exercise</p> <p><u>Give</u> the students 10 minutes to complete all four items of the exercise individually</p> <p>After students have completed the exercise individually, allow them 10 minutes to convene in their groups to reach a group consensus.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p><u>Call</u> on different groups to provide the answers to the LIST OF COMPANIES, another group to provide answers to MARKET PRICE TRENDS, etc.</p> <p>The spokesperson will come up in front of the class and provide their answers.</p> <p>As the spokesperson provides their answers, <u>you will mark</u> an X next to the sources they name.</p> <p><u>Ask</u> the other groups if they agree.</p> <p><u>Repeat process using VGs for Items 2, 3, 4 .Call on different groups</u></p>	<p>YOU'LL FIND THAT SOME STUDENTS MAY HAVE MORE EXPERIENCE USING THESE RESOURCES THAN OTHERS AND YOU'LL FIND SOME AREAS ARE SOMEWHAT SUBJECTIVE BASED ON THE STUDENTS' EXPERIENCES.</p>

SOLUTION TO CASE STUDY 3-2 "Where Do I START?"

Directions: Place an X next to the applicable source(s).

1. Which of the following sources would be useful in compiling a **list of companies**?

RESOURCES	MARK
Thomas Registers	X
Yellow Pages	X
Producer Price Index	
Monthly Labor Review	
Consumer Price Index	
Product brochures and promotional literature	X

2. Which of the following sources would be useful in identifying **market price trends**?

RESOURCES	MARK
Thomas Register	
Yellow Pages	
Producer Price Index	X
Consumer Price Index	X
Informational requests for quotations	X
Product brochures and promotional literature	X
Catalogs of manufacturers, distributors, etc.	X

3. Which of the following sources would be useful in locating and evaluating **product descriptions**?

RESOURCES	MARK
Thomas Register	
Yellow Pages	X
Vendor files	X
Mandatory and optional schedules	X
Informational requests for quotations	X
Product brochures and promotional literature	X
Catalogs published by manufacturers, distributors, and dealers	X
GSA Federal Supply Schedules	
Federal Procurement Data System	

4. Which of the following sources would be useful in identifying **technological improvements**?

RESOURCES	MARK
Trade journals	X
Vendor files	
Mandatory and optional schedules	
CPI,PPI	
Informational requests for quotations	X
Product brochures and promotional literature	X
Catalogs published by manufacturers, distributors, and dealers	X
GSA Federal Supply Schedules	
Federal Procurement Data System	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>d. Summarize Case Study 3-2.</p> <p>State: Most of these resources and publications should be in the contracting office for your use.</p>	

TOPIC: MARKET RESEARCH

Ref: Pages 3-8 to 3-13


Objective: When you complete this lesson ,your students should be able to:

- Identify and collect any additional data necessary for decisions related to the procurement.


Time: TBD


Method: Exercises/Inquiry

LESSON PLAN

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>a. Show VG 3-3 : Market Research.</p> <p>STEP 3 - Identify and collect any additional data from other people.</p> <p>State: Acquisition histories and publications and other resources may not be helpful to you when:</p> <ul style="list-style-type: none"> •No previous acquisition history exists. •The market is changing rapidly. •New technology may be available. •Sources for complex unique requirements are unknown. <p>b. If you don't have any information in-house or more information is needed, you may contact:</p> <ol style="list-style-type: none"> 1. Other people who have purchased the items (contract specialists in your office, contract specialists from other federal, state, and local governments); 	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p data-bbox="427 289 951 405">2. The people who make, produce, perform and/or sell the item (Sellers/Industry)</p> <p data-bbox="427 436 1062 594">State: Why reinvent the wheel when there may be someone who can tell you what to expect before you begin processing the procurement?</p> <p data-bbox="427 636 1032 793">The most important issue to remember when contacting people is to ask the right questions to the right audience and hope you get honest answers!</p> <p data-bbox="380 846 1065 1045">c. We defined market survey earlier as locating other qualified vendors that can meet the Government's needs.</p> <p data-bbox="427 1077 1062 1276">Explain: When issuing formal surveys to other buyers or industry or contacting them by telephone, develop questions that will help you make the best decisions for the procurement.</p> <p data-bbox="427 1318 1065 1476">If the official does not have time to answer your questions over the phone, send them a formal survey. Use your best judgment in utilizing surveys.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
TR 3-9	<p>d. Direct the students to look at Exhibit 3-3 which is a sample Buyer Market Survey.</p>	
TR 3-11	<p>Walk the students through the sample.</p> <p>Now direct students to Exhibit 3-4 which is a sample of an Industry Market Survey.</p> <p>Walk the students through the sample.</p> <p><u>State</u>: There is valuable information in the sections that you can utilize back at your desk.</p>	
CE 3-11	<p> e. Assign Case Study 3-3, CE 3-11: "The Right Questions for the Right Audience"</p> <p>This is a group exercise.</p> <p><u>Assign</u> half the groups to develop the buyer market survey for the TV surveillance system, line item 0001 of the Security Systems PR.</p> <p><u>Assign</u> the other groups to develop the industry market survey for the TV surveillance system, line item 0001 of the Security Systems PR.</p>	<p>To get the groups started, tell them that the school solution came up w/ 34 questions for the buyer mrkt survey and 32 questions for the industry mrkt survey.</p>

Ref.	Steps In Presenting The Topic	Instructor Notes
 <p>TR 3-8 thru 3- 11</p>	<p><u>Allow</u> groups 25 minutes to complete the exercise.</p> <p>They may use TR 3-8 thru 3-11 to help them complete this exercise</p> <p><u>Randomly select</u> one of the groups assigned the buyer mrkt survey to present their questions. Ask the other groups to add anything the other groups didn't mention. Follow the same procedure for the industry mrkt survey.</p>	<p>(There is a suggested school solution BUT there are no right or wrong answers)</p> <p>ENCOURAGE GROUPS TO BRAINSTORM</p>

SUGGESTED SOLUTION FOR CASE STUDY 3-3 "The Right Questions for the Right Audience"

Buyer Market Survey

Industry Market Survey

Buyer Market Survey




These are additional questions that could be asked.

1. How is the requirement configured - Can it be separated into several line items for bidding by different sellers?
2. Are there any unique or restrictive requirements for this product/service?
3. What are the historical repair costs?
4. What are the maintenance costs?
5. What is the life expectancy?
6. Does the product performance exceed what is needed to do the job?
7. Which firms in the market are the most likely to submit offers to a Government solicitation?
8. What type of specifications are used commercially?
9. What type of contract is generally used in commercial transactions?
10. What warranty provisions are available commercially?
11. What prices were paid in the past?
12. How were the historical prices determined fair and reasonable?
13. How comparable were the historical purchases (specification, timeliness, quantity, type of contract, etc.)?
14. What has been the historical default rate by firms in the market?
15. What performance problems have typically been encountered?
16. What method(s) of publicizing the requirement were used?
17. What lead times were necessary for the procurement?
18. Have you ever purchased this product or a similar product?
19. Was your requirement competitive or restricted?
20. Did you consider lease vs. purchase?
21. What kind of research did you do?
22. May I have a copy of your source list?
23. What evaluation criteria did you use?
24. Was the warranty included in the price?
25. Were there any maintenance problems?
26. Was the contractor's performance satisfactory?
27. Was the price of installation included or broken out separately?
28. Is the equipment considered state-of-the-art?
29. What was the installation time?
30. Is there any down time?
31. What is the delivery?
32. Are there any insurance requirements and who provided them?
33. Was a security clearance necessary?
34. Did the equipment meet your needs?


Industry Market Survey



These are additional questions that could be asked.

1. Are there any unique or restrictive requirements for this product/service?
2. What are the historical repair costs?
3. What are the maintenance costs?
4. What is the life expectancy?
5. Are the contractors likely to subcontract any part of the requirement?
6. Are there buyers other than the Government?
7. What are the current distribution channels?
8. What are current transportation costs (if available and applicable)?
9. What are the commercial lead-times?
10. What type of specifications are used commercially?
11. What type of contract is generally used in commercial transactions?
12. What warranty provisions are available commercially?
13. Is there a cyclical pattern to supply and demand?
14. Will supply capacity keep pace with demand?
15. Have there been any recent changes in the market impacting on supply and demand?
16. Are there any forces that might drive prices in the near future? (strikes, labor shortages, subcontractor bottlenecks, energy shortages, other raw material shortages)
17. What forces might lead us to expect lower prices in the future (easing demand, easing shortages)?
18. What is the service response time?
19. Are there any health considerations regarding the X-ray equipment?
20. Is there any special training required?
21. Is the equipment American made?
22. Are there any secret clearances required?
23. Is the equipment currently in stock?
24. Should we expect any down time of the equipment?
25. Are there any special transportation requirements or costs?
26. Are there any environmental considerations?
27. Is the equipment compatible with any other equipment?
29. Have you participated in other federal Government acquisitions? If so, may I have the name of the agency, the contact number, and the name and phone no. of the POC.
30. Do you have a catalog? If so, please send me a copy.
31. What is the average installation time?
32. Do you have a five-year summary of your product? If so, please send me a copy.
33. Do you offer any discounts to your commercial customers? Will you offer the Government the same discount?

Ref.	Steps In Presenting The Topic	Instructor Notes
<p data-bbox="240 390 326 470"></p> <p data-bbox="240 743 326 823"></p> <p data-bbox="240 989 326 1068"></p> <p data-bbox="253 1293 342 1350">TR 3-11</p>	<p data-bbox="380 289 1029 384">f. Summarize Case Study 3-3.</p> <ul style="list-style-type: none"> <li data-bbox="380 422 1003 548"> <p>Question: Why develop surveys that ask different questions to different audiences?</p> <p>Answer: The buyer survey reveals the Government's previous experiences procuring and using the requirement.</p> <p>The industry survey reveals the current trends and commercial terms and conditions.</p> <li data-bbox="380 779 1003 905"> <p>Question: What is the biggest concern when questioning industry?</p> <p>Answer: Disclosing information that should not be released and receiving honest answers from industry.</p> <p data-bbox="427 1045 1065 1318">Point out: Utilize market surveys for commodities or services that your office procures for which only a few vendors bid. You may find out something that will encourage more industry participation or find better quality products at a lower price. It pays to do market research.</p> <p data-bbox="380 1356 1036 1451">g. The presolicitation notice services many purposes:</p> <p data-bbox="427 1507 1068 1858">It can be used to encourage participation from untapped and unknown suppliers. You must publish a notice in the Commerce Business Daily (CBD) Any firms responding to the notice should be provided an opportunity to complete any market survey developed for the requirement. Notify the RA if new sources are discovered through this notice.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
<p>TR 3-12</p>	<p>h. Trade and professional associations can provide:</p> <ul style="list-style-type: none"> •information concerning market trends, pending legislation and problem areas, •prospective sources and a number of other things. <p>State: Some of the associations include:</p> <ul style="list-style-type: none"> •the BBB •Chamber of Commerce •Small Business Referral, Inc. <p>• Question: How many of you are familiar with NCMA or National Contract Management Association?</p> <p>Note: If no one has heard of this association, tell them that it's a professional association for government and industry acquisition personnel.</p> <p>• Question: Have you ever read in the NCMA magazine about different industries and what they sell?</p> <p>Answer: This magazine may provide information that may benefit you in your research.</p>	

Ref.	Steps In Presenting The Topic	Instructors Notes
	<p>State: As mentioned at the beginning of this lesson, market data is extremely vital to a procurement. The market data you obtained through research are directly applied to the tasks <u>you</u> will perform shown in Exhibit 3-5 on TR pg. 3-12.</p> <ul style="list-style-type: none"> • Question: What do you think the consequences are of not doing any market research? <p>Solicit three answers and then tell students to turn to Exhibit 3-6 on TR pg. 3-13 and go over a few of these.</p> <p>i. Tell the students there are many techniques available to the contracting office to employ in conducting market research. See Exhibit 3-7, TR 3-14.</p> <p>Walk students through Exhibit.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
 	<p data-bbox="378 287 1060 390">j. Assign Case Study 3-4, CE 3-13: "The Right Technique."</p> <p data-bbox="427 424 824 464">This is a group exercise.</p> <p data-bbox="427 506 1016 546"><u>Assign</u> each group a different scenario.</p> <p data-bbox="427 588 1066 627"><u>Allow</u> 15 minutes to complete the exercise.</p> <p data-bbox="427 669 1060 745"><u>Call</u> on the groups in the same order of the questions.</p> <p data-bbox="427 785 1042 1016"><u>Allow</u> other groups to comment and you comment based on the suggested school solution BUT DON'T LET THE STUDENTS KNOW YOU HAVE A SUGGESTED SCHOOL SOLUTION.</p> <p data-bbox="427 1064 1073 1419">NOTE: Before the presentations, tell the groups to briefly describe the scenario to the rest of the groups before telling us which numbers they selected. Also tell them that this is a subjective exercise and it was designed to enhance the students' knowledge of techniques they can use.</p> <p data-bbox="427 1459 1016 1535">Compliment the groups after each presentation.</p>	

NOTE TO INSTRUCTOR: THIS IS AS IT APPEARS IN THE STUDENT'S CLASS EXERCISE BOOK. SCHOOL SOLUTION FOLLOWS THIS PAGE.

CASE STUDY 3-4

"The Right Technique"

Directions: Read each of the following scenarios and select the techniques **by number from Exhibit 3-7 on TR 3-14 & 3-15** (i.e., 1. Investigate the market, 4. Visit potential suppliers, etc.) that best fit the requirement. Also, prepare to explain why you selected each techniques. **Base your decision on the scenario; do not make any assumptions.**

1. Neville Wright received a requirement for 100 each modular office buildings. This requirement was a result of a hurricane in their northeast region. Neville had never procured this requirement. Time is of the essence since the employees have no office to go to.

 2. Neville Wright received a requirement for microfilming their procurement files. This requirement comes up every year. Microfilming is considered a better alternative than storing the hard copy of the files. A look at the acquisition histories indicate the same firm has received the contract the last three years. The RA has indicated their performance is only marginally satisfactory.

 3. Neville Wright received a requirement for a cabinet unique in design to their office. Only one source was provided by the RA.

 4. Neville received a requirement for Debt Collection Services. Until now, the Federal Government was prohibited from contracting for these services. There is no information on file regarding this requirement or the industry. Neville is unsure of the adequacy of the specifications developed by the RA.
-


Ref.	Steps In Presenting The Topic	Instructor Notes
	<p data-bbox="380 289 1013 338">Solution to Case Study 3-4.</p> <ul style="list-style-type: none"> <li data-bbox="380 390 1062 716"> <p>• Scenario 1 Neville Wright received a requirement for 100 each modular office buildings. This requirement was a result of a hurricane in their Northeast region. Nevil had never procured this requirement. Time is of the essence since the employees have no office to go to.</p> <p>Answer: 3, 7, 12, 13, 14, 15</p> <li data-bbox="380 821 1062 1304"> <p>• Scenario 2 Nevill Wright received a requirment for microfilming their procurement files. This requirement comes up every year. Microfilming is considered a better alternative than storing the hard copy of the files. A look at the acquisiton histories indicate the same firm has received the contract the last three years. The RA has indicated their performance is only marginally satisfactory.</p> <p>Answer: Everything but 5 & 8 (Note: 7 already done - "A look at the acquisiton histories")</p> 	<p data-bbox="1094 296 1435 373">Technique from Column 1, Exh 3-7</p> <ol style="list-style-type: none"> <li data-bbox="1143 415 1370 478">1. Investigate the market <li data-bbox="1143 510 1370 541">2. Brief Industry <li data-bbox="1143 573 1403 636">3. Contact potential contractors <li data-bbox="1143 667 1370 730">4. Visit Potential Suppliers <li data-bbox="1143 762 1386 825">5. Attend industry conferences <li data-bbox="1143 856 1403 888">6. Acquire literature <li data-bbox="1143 919 1451 982">7. Analyze procurement history <li data-bbox="1143 1014 1451 1045">8. Evaluate & test items <li data-bbox="1143 1077 1403 1140">9. Advertise in trade journals <li data-bbox="1143 1171 1370 1203">10. Use the CBD <li data-bbox="1143 1234 1435 1339">11. Determine why selected sources do not respond <li data-bbox="1143 1371 1435 1465">12. Examine business and trade assoc. directories <li data-bbox="1143 1497 1338 1528">13. Use FPDS <li data-bbox="1143 1560 1419 1623">14. Examine Federal Supply Schedules <li data-bbox="1143 1654 1435 1717">15. Contract agency's SBA advisor






Ref.	Steps In Presenting The Topic	Instructor Notes Technique from Column 1, Exh 3-7
	<ul style="list-style-type: none"> Scenario 3 Nevill Wright received a requirement for a cabinet unique in design to their office. Only one source was provided by the RA. Answer: 3, 6, 7, 9, 10, 12, 13, 14, 15 Scenario 4 Nevill received a requirement for Debt Collection Services. Until now, the Federal Government was prohibited from contracting for these services. There is no information on file regarding this requirement or the industry. Neville is unsure of the adequacy of the specifications developed by the RA. Answer: 1, 2, 3, 4, 5, 6, 9, 10, 12, 15 <p>k. Summarize Case Study 3-4</p> <p>State: As you can see, you have already utilized some of these techniques.</p> <ul style="list-style-type: none"> Question: How many of you have learned new techniques you can use? Great!! Good job!! 	<ol style="list-style-type: none"> Investigate the market Brief Industry Contact potential contractors Visit Potential Suppliers Attend industry conferences Acquire literature Analyze procurement history Evaluate & test items Advertise in trade journals Use the CBD Determine why selected sources do not respond Examine business and trade assoc. directories Use FPDS Examine Federal Supply Schedules Contract agency's SBA advisor


TOPIC: MARKET RESEARCH**Ref:** Pages 3-14 to 3-17**Objective:** When you complete this lesson your students should be able to:

- Compile market data.

Time: TBD**Method:** Exercises/Inquiry/Roleplay**LESSON PLAN**

Ref.	Steps In Presenting The Topic	Instructor Notes
 TR 3-16 17	<p>a. Show VG 3-4 : Market Research.</p> <p>STEP 4 - Compile market data.</p> <p>b. Tell the students:</p> <p>Your research should concentrate on issues on that encourage competition, quality and reliability to meet the Government's needs in the most economical and timely manner.</p> <p>You should document all information pertinent to the requirement in the contract file.</p> <p>All of the data for the TV surveillance equipment has been compiled into a <u>Market Report</u>.</p> <ul style="list-style-type: none"> • Question: Have any of you ever compiled your research data in a market report? <p>Allow students to reply.</p>	

Ref.	Steps In Presenting The Topic	Instructors Notes
	<ul style="list-style-type: none"> • Question: Have you ever seen a market report? <p>Allow students to reply.</p>	
	<ul style="list-style-type: none"> • Question: What do you do with the data you find? <p>Solicit reponses.</p> <p>Explain: There is no FAR requirement to prepare a market report. Instead of having scattered notes about in a contract file, it's easier to compile the information into a market report so that you have everything you learned about a requirement in one document that can be included in the file. When you return to your job, you may want to suggest to your CO a format or style for documenting data about a requirement.</p>	
	<p>c. Assign Case Study 3-5, CE 3-15 thru 3-24: "The Whole Story"</p>	
	<p>Before the students get started, direct them to the market report on CE 3-16 to 3-19 for the TV surveillance system and briefly walk them thru each section.</p>	
	<ul style="list-style-type: none"> • Question: How many of you like this market report idea? 	<p>SOLICIT DISCUSSION.</p>

Ref.	Steps In Presenting The Topic	Instructor Notes
	<ul style="list-style-type: none"> Question: Does the market report for the TV surveillance system appear to cover all the significant areas? State: Notice what's included in the report. This is a group exercise. Allow 45 minutes for the groups to come to a consensus. Call on the groups to answer the questions on a rotational basis. Solicit discussion from the other groups. DO NOT GIVE THE SUGGESTED SCHOOL SOLUTION 	

NOTE TO INSTRUCTOR: THIS IS AS IT APPEARS IN THE STUDENT'S CLASS EXERCISE BOOK.

MARKET REPORT

Security Requirements for The Desert Storm Museum

I. Background

A museum is being constructed to commemorate the women and men who served in the Persian Gulf on behalf of our country during the Desert Shield/Storm Operation. The museum will house many artifacts of war and gifts of appreciation from the Saudi Arabia and Kuwait governments. Security measures are to include a television surveillance systems and X-ray equipment (as used in airports).

The TV surveillance system will include 5 cameras, 5 monitors, one Video Cassette Recorder and one Master Control. The requirement covers all contractor-owned, contractor-operated plant, labor, materials, equipment, tools and transportation necessary to install the Television Surveillance system.

There is only one source for the X-ray equipment, due to its unique requirements. Therefore, the market was not researched for this item.

II. Schedule

The museum is scheduled to open June 27, 1992. Delivery of the equipment is due May 1, 1992. This allows the contractor more than 45 days to install and test the equipment.

III. Potential Suppliers

Two sources were provided on the purchase request by the requiring activity. Both contractors had received a contract within the last two years.

A search was conducted for additional sources using the Thomas Register, local yellow pages, and by contacting one of the regional offices of this agency that had previously procured this equipment. An additional 18 sources were identified. The sources are a mixture of electronic manufacturers and alarm & security companies.

A mailing list has been developed to include all sources identified (see attached source list).

IV. Distinguishing Characteristics

The television cameras, monitors and VCR are considered standard commercial products. The Master Control, however, must be specially built to match the requirements of the buyer. Installation will require licensed electricians and must be closely coordinated. Since this is a security system, dedicated circuits and a generator to back up the electrical source are required. This will allow the system to perform even when there has been a loss of power.

V. Market Prices

Prices for the monitors and VCR are based on commercial sales to the general public. Monitors range between \$500 and \$800 and the VCR is approximately \$249. This is based on retail prices. Discounts from the retail price as offered by the manufacturer to their wholesaler and other special customers are 15% to 30% depending upon the volume of business. It can be anticipated a discount of 20% will be obtained since the Federal Government is considered a "special customer."

The anticipated price of the 5 monitors:	\$3,200
1 VCR:	\$ 249
Total	\$3,449

The cameras are more sophisticated than what is normally purchased by individuals for their personal use. The cameras must be able to provide 180 degree horizontal and 90 degree vertical surveillance and shall be low light compensated. Cameras of this type are normally sold directly to security firms and range in price from \$4,500 to \$6,000 depending upon the volume of business. The Government could expect to pay an amount closer to the 6,000 range since there is a requirement for only 5 cameras. A total of \$30,000 for the cameras is considered realistic.

Some firms have leased the equipment when the need is for a short period of time (such as a special showing of an art exhibit on loan to a commercial business as a part of a promotion). The leased equipment, however, is never provided as new under any purchase order.

The Master Control price is based on the number and kinds of cameras and monitors to be provided. A Master Control that includes 3 to 5 of the type of cameras required will cost approximately \$50,000.

All prices include cost of installation.

VI. Trends in Supply and Demand

Sales appear to be steady year round with no recognizable peaks and valleys. Prices appear to decrease in time for the monitor and VCR equipment. This is based on the public demand for these items and the growing number of firms capable of supplying the products at competitive prices. The demand for the cameras is limited to security and security-related firms. The prices appear to remain consistent with the rate of inflation. Based on the unique requirements of the Master Control, an evaluation of current trends could not be made. Market surveys from the electronics firms suggest security firms control the costs associated with the installation, maintenance, repair and contract administration, while security firms indicate electronic firms are responsible for the costs associated with the product itself.

VII. Commercial Terms:

The electronic companies that design and manufacture the products are the prime contractor. The installation is subcontracted to non-manufacturers such as alarm & security companies. A 90 day warranty is standard for the cameras, monitors and VCR. There is no warranty on the Master Control.

Installation and testing takes approximately 30 days after the equipment is delivered to the alarm and security company. If any cables are to be hidden within the walls, the

electrician must be given access at the time the building is being constructed and before the walls are completed. Since dedicated lines are required for the security systems, coordination with any other electricians for their electrical requirements is essential.

VIII. Concerns About Quality

Installation is the key to good performance.

The electronic equipment is generally free from defects and other problems. Normally if the equipment will malfunction, it will be within the first 30 days. The 90 day warranty appears to be sufficient.

The Master Control will also perform satisfactory if the installation has been done properly. Any glitches should be identified and corrected during the testing phase.

IX. Acquisition History:

The prices paid previously by the Government for this equipment ranged from \$155,000 to \$160,000. After careful review it was determined that the increase in price paid by the Government was based on a much larger requirement (a system of 10 cameras and monitors vs. 5 ea for this requirement.)

Also, since the cameras and Master Control were much more sophisticated than what is required under this procurement, exact comparisons of unit prices cannot be made. Reviewing the acquisition histories did indicate the companies that supplied the systems performed satisfactory and delivered and installed the equipment on time. In fact, the system installed in 1987 has not suffered any downtime.

While only two firms have received contracts, adequate competition was received in response to the Request for Proposals. Although several firms responded as a result of the synopsis in the CBD for the prior procurement, they did not submit a proposal. Only the two firms that received a contract responded to all three solicitations.

Negotiations dealt only with delivery terms and prices. Specifications appeared adequate and did not seem to limit any competition. A firm-fixed price contract was awarded all three times.

There were no complaints received or protests filed in regard to the previous procurements.

TV Surveillance Systems Mailing List

Mountain West Alarm Supply Co.
P. O. Box 10780
Dept. T
Phoenix, AZ 85064
(602) 263-8831

Hirsh Electronics Corp.
1751 - T Langley Avenue
Irvine, CA 92714
(714) 250-8888, Ext. 97

Whelen Engineering Co., Inc.
Rte 145 Winthrop Rd
Chester, CT 06412-1036
(203) 526-9504

Visi-Con, Inc.
749-T Central Avenue
Deerfield, IL 60015
(312) 948-0230

Faraday, Inc.
803 S. Maumer
Tecumseh, MI 49286
(517) 523-2111, Ext. 117

RACO (Remote Alarms and Controls)
400 62nd St.
Emeryville, CA 94608
1-800-722-6999
415 7658-6713

District Security Services, Inc.
233 -T N. Michigan Avenue
(Industrial and Commercaill Security
Services and
Overall Asset Protection Programs)
Chicago, IL

Custom Built Security Monitors
1821 Pennsylvania Ave
Baltimore MD 21217

Metropolitan International Investigation ,
Inc.
201-T Padonia Road, W.
Timonium, MD

Advance Security, Inc.
A Figgie International
2964 Peachtree Road
Atlanta, GA

Globe Security Systems, Inc.
2503 Lombard Street
(Undercover Investigations)
Philadelphia, PA 32100

Sentry Protection Systems Corporation
150 Liverpool Street
Each Boston, MA

A-1 Security Systems
8013 Old Branch Avenue
Clinton, MD 20735

ADT Security Systems
3621 7th Avenue
Charleston, WV 25312

Electronic Equipment Co.
1003 S. Chapel Street
Neward, DE 19702

American Sound and Security
12366 Parklawn Drive
Rockville, MD 20852

Best Security Systems Co, Inc.
Box 767
Millersville, MD 21108

Day and Nite Home Security Inc.
432 N. Front Street
Wheeling WV 26003

NOTE TO INSTRUCTOR: THIS IS AS IT APPEARS IN THE STUDENTS' CLASS EXERCISE BOOK.

SOLUTION TO CASE STUDY 3-5 "The Whole Story"

DIRECTIONS:

1. Read the market report for TV surveillance system on pages CE 3-16 to CE 3-19.
2. Read the questions in each sub-category on pages CE 3-20 to CE 3-24 and analyze the market report to determine if the report addresses the sub-categories adequately.
3. After reviewing each question listed under the different sub-categories, circle the response that best evaluates the sub-category overall.
4. Be prepared to defend your selection.

NOTE: The questions are provided as a basis for analyzing the adequacy of the sub-category. You are not required to provide written answers to the individual questions, however, you should consider whether each question was addressed in the market report and how thoroughly it was discussed.

INSTRUCTOR'S NOTE: There are no right or wrong answers. It is not practical for students to write a market report in the classroom because there isn't sufficient time. By critiquing a market report, the students should have a better understanding of the purpose of a market report and how in-depth the report would need to be in order to consider the report effective.

The underlined selections represent the suggested school solution Remember, there are no right or wrong answers.

Market reports are not required by the regulations; however, preparing a report to address these issues will provide a sound basis for the decisions to be made on any requirement.

CATEGORY A: TYPE OF PRODUCT

1. Product Characteristics

- A. Is the product a general purpose consumer or commercial item for which major retail and wholesale market exists?
- B. How is the requirement configured? Can it be separated into several line items for bidding by different sellers?
- C. What features distinguish one deliverable from another?
- D. Are there any unique or restrictive requirements for this product/service?
- E. How often does the product change?

CIRCLE ONE:

- 1. Adequately covered
- 2. Covered but more information is needed
- 3. Omitted
- 4. Not applicable to this requirement

2. Product Quality

- A. What are the historical repair costs?
- B. What are the maintenance costs?
- C. What is the life expectancy?
- D. Does the product performance exceed what is needed to do the job?

CIRCLE ONE:

- 1. Adequately covered
- 2. Covered but more information is needed
- 3. Omitted
- 4. Not applicable to this requirement

CATEGORY B: TYPE OF MARKET

1. Competitive Conditions

- A. Are there sufficient sellers for this product?
- B. Are there buyers other than the Government?
- C. Which firms in the market are the most likely to submit offers to a Government solicitation?
- D. Are the contractors likely to subcontract any part of the requirement?

CIRCLE ONE:

- 1. Adequately covered
- 2. Covered but more information is needed
- 3. Omitted
- 4. Not applicable to this requirement

2. Delivery/Performance Leadtimes

- A. What are the current distribution channels?
- B. What are current transportation costs (if available and applicable)?
- C. What are the commercial lead times?
- D. Any additional charge for special packing and packaging

CIRCLE ONE:

- 1. Adequately covered
- 2. Covered but more information is needed
- 3. Omitted
- 4. Not applicable to this requirement

3. Commercial Terms and Conditions

- A. What type of specifications are used commercially?
- B. What type of contract is generally used in commercial transactions?
- C. What warranty provisions are available commercially?

CIRCLE ONE:

- 1. Adequately covered
- 2. Covered but more information is needed
- 3. Omitted
- 4. Not applicable to this requirement

CATEGORY C: AGENCY EXPERTISE**1. Purchase Request Estimate**

- A. How was estimate developed?
- B. What assumptions were made?
- C. What information and tools were used?
- D. How did previous estimates compare with prices paid?

CIRCLE ONE:

- 1. Adequately covered
- 2. Covered but more information is needed
- 3. Omitted
- 4. Not applicable to this requirement

2. Acquisition Histories

- A. What prices were paid in the past?
- B. How were the historical prices determined fair and reasonable?
- C. How comparable were the historical purchases (specification, timeliness, quantity, type of contract, etc.)
- D. What has been the historical default rate by firms in the market?
- E. What performance problems have typically been encountered?

CIRCLE ONE:

- 1. Adequately covered
- 2. Covered but more information is needed
- 3. Omitted
- 4. Not applicable to this requirement

3. Published Data

- A. Is the requirement offered to the public via a published document (catalog)?
- B. What is the price of the product or comparable products?
- C. How comparable is the product described in the published source?
- D. Is there more than one price estimate that can be drawn from published sources?

CIRCLE ONE:

- 1. Adequately covered
- 2. Covered but more information is needed
- 3. Omitted
- 4. Not applicable to this requirement

CATEGORY D: TIME OF PURCHASE

1. Patterns and Trends in Supply and Demand

- A. Is there a cyclical pattern to supply and demand?
- B. Will supply capacity keep pace with demand?
- C. Have there been any recent changes in the market impacting on supply and demand?

CIRCLE ONE:

- 1. Adequately covered
- 2. Covered but more information is needed
- 3. Omitted
- 4. Not applicable to this requirement

2. Pricing strategies

- A. What are the pricing strategies of firms in the market?
- B. Are there any forces that might drive prices in the near future? (strikes, labor shortages, subcontractor bottlenecks, energy shortages, other raw material shortages)
- C. What forces might lead us to expect lower prices in the future (easing demand, easing shortages)?
- D. Are there any evident price trends that would affect this procurement?

CIRCLE ONE:

- 1. Adequately covered
- 2. Covered but more information is needed
- 3. Omitted
- 4. Not applicable to this requirement

3. Impact of time of purchase on this requirement

- A. Will our volume justify a lower market price?
- B. Will our volume be so large as to drive the sellers to or beyond full capacity?
- C. Would it be better to stock up now at today's prices?
- D. Would awarding 6 months from now result in lower prices
- E. Would demand be higher or lower at the time of award?

CIRCLE ONE:

- 1. Adequately covered
- 2. Covered but more information is needed
- 3. Omitted
- 4. Not applicable to this requirement






Rate the overall effectiveness of the market report.

CIRCLE ONE:

1. Adequate to proceed with the procurement.
2. More information is needed before proceeding with the procurement.

RESPONSE: A good start. Some areas will have to be further researched later in the acquisition. For example, pricing strategies may need to be expanded when evaluating the reasonableness of an offeror's price. You will find the entire procurement runs smoothly.

Knowing how much to include in a market report comes with experience as a contract specialist.

Ref.	Steps In Presenting The Topic	Instructor Notes
	e. Summarize Case Study 3-5: "The Whole Story."	
	<ul style="list-style-type: none"> • Question: 	
	<p>Who was right about the current market price? Gene Poole at \$84,500 or Pat Rivers at \$160,000?</p>	
	<p>Answer: Gene Poole at \$84,500.</p>	
	<ul style="list-style-type: none"> • Question: 	
	<p>What other issue was raised by Pat Rivers in her conversation with Mr. Poole?</p>	
	<p>Answer: Not enough sources</p>	
	<ul style="list-style-type: none"> • Question: 	
	<p>Was Pat able to locate additional sources?</p>	
	<p>Answer: yes</p>	
	<ul style="list-style-type: none"> • Question: 	
	<p>What should Pat do now that she has completed her research?</p>	
	<p>Answer Call Mr. Poole back and apologize.</p>	
	f. Assign Roleplay: "The Price is Right."	
	<p><u>Set</u> the stage: Pat Rivers calls Gene Poole on the phone.</p>	
	<p><u>Assign</u> two students to play the roles.</p>	
	<p><u>Give</u> both students a few moments to read over the script.</p>	

Ref.	Steps In Presenting The Topic	Instructors Notes
	<p><u>Tell</u> the class to listen carefully and be prepared to answer questions after the roleplay.</p> <p><u>Collect</u> the scripts from the two students</p>	

Roleplay: The Price is Right
(copy for Contract Specialist)

Speaker	Script
Contract Specialist	Hello, may I speak to Mr. Poole
RA	This is Gene Poole
Contract Specialist	This is Pat Rivers and how are you today?
RA	BUSY, BUSY, BUSY. What is it this time?
Contract Specialist	Mr. Poole, I owe you an apology.
RA	<p>It's about time you listened to me. I've been around a long time and there isn't anything I don't know about this business. It's nice of you to apologize. Not many of you people ever admit to making a mistake. Maybe now we are making progress.</p> <p>What was it about anyway?--I don't even remember with all the work I have to do.</p>
Contract Specialist	Well, Mr. Poole, I asked for an additional 50 to 60 thousand dollars before I would process your PR for the TV surveillance system. You were absolutely right - I found out the \$84,500 that you estimated was pretty close to the going market prices. So close,in fact, I feel confident with competition, we'll be able to get prices under that amount.
RA	Like I said, I've been in this business a long time. Is there any thing else I can help you with, Pat?
Contract Specialist	Yes, I also identified additional sources. But before I include them on the mailing list, I thought I'd check with you to see if you know of any problems with these firms.
RA	<p>Sorry, the firms I cited on the PR are the only ones I've ever heard of. I don't care if you solicit the other firms.</p> <p>Anything else?</p>
Contract Specialist	One more thing, I'm getting a copy of the sole source justification for the X-ray equipment from our regional office. I really appreciate you telling me about that. You sure saved me alot of research time and work.
RA	No problem, Is that it?
Contract Specialist	That's it, Mr. Poole,
RA	Thanks Pat. By the way call me Gene.

Roleplay: "The Price is Right"
(copy for RA)

Speaker	Script
Contract Specialist	Hello, may I speak to Mr. Poole
RA	This is Gene Poole
Contract Specialist	This is Pat Rivers and how are you today?
RA	BUSY, BUSY, BUSY. What is it this time?
Contract Specialist	Mr. Poole, I owe you an apology.
RA	<p>It's about time you listened to me. I've been around a long time and there isn't anything I don't know about this business. It's nice of you to apologize. Not many of you people ever admit to making a mistake. Maybe now we are making progress.</p> <p>What was it about anyway?-I don't even remember with all the work I have to do?.</p>
Contract Specialist	Well, Mr. Poole, I asked for an additional 50 to 60 thousand dollars before I would process your PR for the TV surveillance system. You were absolutely right - I found out the \$84,500 that you estimated was pretty close to the going market prices. So close, in fact, I feel confident with competition, we'll be able to get prices under that amount.
RA	Like I said, I've been in this business a long time. Is there any thing else I can help you with, Pat?
Contract Specialist	Yes, I also identified additional sources. But before I include them on the mailing list, I thought I'd check with you to see if you know of any problems with these firms.
RA	<p>Sorry, the firms I cited on the PR are the only ones I've ever heard of. I don't care if you solicit the other firms.</p> <p>Anything else?</p>
Contract Specialist	One more thing, I'm getting a copy of the sole source justification for the X-ray equipment from our regional office. I really appreciate you telling me about that. You sure saved me alot of research time and work.
RA	No problem, Is that it?
Contract Specialist	That 's it, Mr. Poole,
RA	Thanks Pat. By the way call me Gene.

Roleplay: "The Price is Right"
(copy for Instructor)

Speaker	Script
Contract Specialist	Hello, may I speak to Mr. Poole.
RA	This is Gene Poole.
Contract Specialist	This is Pat Rivers and how are you today?
RA	BUSY, BUSY, BUSY. What is it this time?
Contract Specialist	Mr. Poole, I owe you an apology.
RA	<p>It's about time you listened to me. I've been around a long time and there isn't anything I don't know about this business. It's nice of you to apologize. Not many of you people ever admit to making a mistake. Maybe now we are making progress.</p> <p>What was it about anyway?--I don't even remember with all the work I have to do?</p>
Contract Specialist	Well, Mr. Poole, I asked for an additional 50 to 60 thousand dollars before I would process your PR for the TV surveillance system. You were absolutely right - I found out the \$84,500 that you estimated was pretty close to the going market prices. So close, in fact, I feel confident with competition, we'll be able to get prices under that amount.
RA	Like I said, I've been in this business a long time. Is there any thing else I can help you with, Pat?
Contract Specialist	Yes, I also identified additional sources. But before I include them on the mailing list, I thought I'd check with you to see if you know of any problems with these firms.
RA	<p>Sorry, the firms I cited on the PR are the only ones I've ever heard of. I don't care if you solicit the other firms.</p> <p>Anything else?</p>
Contract Specialist	One more thing, I'm getting a copy of the sole source justification for the X-ray equipment from our regional office. I really appreciate you telling me about that. You sure saved me alot of research time and work.
RA	No problem, Is that it?
Contract Specialist	That's it, Mr. Poole.
RA	Thanks Pat. By the way, call me Gene.

Ref.	Steps In Presenting The Topic	Instructors Notes
	<p data-bbox="378 283 1076 378">g. Summarize Roleplay: "The Price is Right."</p> <div data-bbox="240 415 326 499">?</div> <ul data-bbox="378 415 1076 535" style="list-style-type: none"> • Question: How do you assess Pat 's handling of the situation? <p data-bbox="427 573 1076 630">Answer: Pat was humble and seemed to develop a trusting relationship with Mr.Poole.</p> <div data-bbox="240 667 326 751">?</div> <ul data-bbox="378 667 1076 787" style="list-style-type: none"> • Question: Did you notice a change in Gene Poole's attitude? <p data-bbox="427 825 1076 850">Answer: Yes, but not until after Pat apologized.</p> <div data-bbox="240 888 326 972">?</div> <ul data-bbox="378 888 1076 1008" style="list-style-type: none"> • Question: Would you call the RA if you made the mistake? <p data-bbox="427 1045 1076 1071">Solicit answers.</p> <div data-bbox="240 1108 326 1192">?</div> <ul data-bbox="378 1108 1076 1186" style="list-style-type: none"> • Question: Are there any other comments? <p data-bbox="427 1224 1076 1449"><u>Note to Instructor:</u> At this point, some students may raise the issue of processing the sole source requirement for the X-ray equipment without performing any market research. <u>If</u> they do, ask the class:</p> <p data-bbox="451 1486 1076 1606">Should Pat Rivers perform market research before she receives the sole source justification ?</p> <p data-bbox="451 1644 1076 1711">If they answer yes, ask how much research should she do at this time?</p>	

Ref.	Steps In Presenting The Topic	Instructors Notes
	<p>Allow for an open discussion, however, encourage class to wait until they see the justification. They will be getting the justification in lesson 8.</p> <p>h. Closing remarks:</p> <p>The contract specialist and the requiring activity should make every effort to demonstrate a cohesive, team spirit to fulfill every requirement in a timely manner.</p> <p>Sometimes, it pays to listen to the requiring activity. But does the RA know everything there is to know about the business?</p> <p>i. Summarize Lesson 3</p> <p>State: We just covered the following steps in conducting market research:</p> <p>Step 1: Research acquisition histories.</p> <p>Step 2: Identify data from catalogs, periodicals and other published or on-line sources.</p> <p>Step 3: Identify and collect any additional data from other people.</p> <p>Step 4: Compile market data.</p>	<p>Do not INITIATE discussion. We'll revisit this issue in Lesson 8.</p>

TOPIC: SPECIFICATIONS AND SOWs




Ref: Chapter 4, Page 4-3





Objective: When you finish this introduction , your students should be able to:
 •define product description and explain why it is important

Time: TBD

Method: Lecture/VG

LESSON PLAN

Ref.	Steps In Presenting The Topic	Instructor Notes
 TR 4-3	<ul style="list-style-type: none"> Question: What do you consider is the most important part of the body? Answers will vary. Lead them to answer the "heart." 	
	<ul style="list-style-type: none"> Question: What is the "heart "of the purchase request? Answer: The PRODUCT DESCRIPTION (FAC 90-9). 	
	<ul style="list-style-type: none"> Question: What is a PRODUCT DESCRIPTION? Answer: A generic term for documents used for acquisition and management purposes. Types of documents include specifications and standards. What is a specification? Answer: A specification is a description of the technical requirements for a supply or service that includes the criteria for determining whether the requirements are met. The description identifies what must be delivered or accomplished. A standard is a document that establishes engineering and technical limitations and applications of items, materials, processes, methods, design , and engineering practices. 	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>State: It is important that Government product descriptions be developed to:</p> <ol style="list-style-type: none"> 1. Promote full & open competition, 2. Meet the minimum needs of the Government, 3. Include restrictive conditions only to the extent necessary, and 4. Description identifies the expected end result. 	
		
	<ul style="list-style-type: none"> • Question: Why is the product description significant? <p>Answer: Because the product description is the basis for all other decisions that must be made (i.e., competition vs. sole source, identifying quality requirements, selecting the contract type and the method of procurement to name a few).</p>	
	<ul style="list-style-type: none"> • Question: Who is responsible for <u>providing</u> the product description? <p>Answer: The technical personnel/requiring activity.</p>	
<p>TR</p>  <p>TR 4-4</p>	<ul style="list-style-type: none"> • Question: Who is responsible for ensuring the adequacy of the product description? <p>Answer: The contract specialist.</p>	
	<p>a. Direct the students' attention to Flowchart of Steps in Reviewing Specifications</p> <p>Walk the students thru each block.</p>	

TOPIC: SPECIFICATIONS AND SOWs

Reference: Section 4.1.1, TR pages 4-5 and 4-6




Objective: When you finish this lesson, your students should be able to:

- Review market research to identify data that can be used in selecting, improving and developing the Government's description

Time: TBD

Method: Inquiry




LESSON PLAN

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>a. Show VG 4-1: Specifications and SOWs.</p> <p>STEP 1 - Review Market Research.</p> <p>The first step in reviewing product description specifications is to review acquisition histories and market research.</p>	
	<ul style="list-style-type: none"> • Question: Who knows the role market research plays in reviewing product descriptions? 	
<p>TR 4-4 no. 2</p>	<p>Answer: Market data identify problems encountered with competition, quality, price, and performance.</p>	
	<ul style="list-style-type: none"> • Question: Why is it important for the acquisition history and market report to include a discussion of the product description? 	
	<p>Answer:</p> <ol style="list-style-type: none"> 1. To identify existing Federal & Military specifications and standards. 2. To provide a basis for evaluating the effectiveness of the product description for the requirement as it relates to competition, quality, price and performance. 	



TOPIC: SPECIFICATIONS AND SOWs**Reference:** SECTION 4.1.2, TR Pages 4-6 to 4-9**Objective:** When you finish this lesson, your students should be able to:





- determine if a FEDSPEC OR MILSPEC is applicable

Time: TBD**Method:** Inquiry/**LESSON PLAN**

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>a. SHOW VG 4-2: SPECIFICATIONS AND SOWs. STEP 2 - Determine if a FEDSPEC or MILSPEC is applicable.</p>	
<p>TR</p> 	<p><u>Tell the students:</u> There are two basic classifications of specifications and variations of those.</p> <p>They are FEDSPECS and MILSPECS.</p>	
<p>TR4-7</p>	<p>b. Direct students to go to Exhibit 4-1, Page TR 4-7</p>	
	<ul style="list-style-type: none"> • Question: There are six different kinds of specifications covered in this chart. Are there any students that have used any of these specifications? <p>Solicit answers - asking the students to identify which one and what it covered.</p> <p>Walk students through chart the shown on next few pgs which is same as students'.</p>	

SPECIFICATIONS, STANDARDS & CIDS		
SPECIFICATION	DESCRIPTION	EXAMPLE
Federal (FEDSPEC)	Materials, products, or services used or expected to be used by at least two federal agencies (at least one of which is civilian) and managed by GSA.	QQ C 493 QQ is the procurement group C is the first letter of the supply 493 is the serial no. assigned by GSA. QQ-C-493 is a FEDSPEC for copper.
Interim Federal	Can be prepared and issued by a single activity such as a command of the Army, or a component of the National Security Agency; identified same as FEDSPEC except that two zeros precede the Arabic numeral.	GGG-C-0091 (NAVY-SH) is an interim FEDSPEC prepared by Navy Ship Engineering Center, Dept. of Navy.
Military (MILSPEC)	Materials, products, or services that are military peculiar in nature; prepared and used by DOD; identified by " MIL " followed by the first letter of the first word in the title of the document.	MIL-F-3690 for engineering lubricating oil filter.
Limited Coordination (MILSPEC)	Can be issued by one of the military departments to cover items peculiar to their needs or to satisfy an immediate acquisition need where no applicable specification exists; identified same as fully coordinated specifications except that the symbol designation of the preparing activity is added as a suffix to the Arabic numeral.	MIL-P-11062 (WC), prepared by Weapons Command
Standards	Established measures of quality, or requirements for materials, engineering practices, performance, design, or operation; identified by prefix " MIL-STD " or sheet form MS Drawings. "	MIL-STD-790D, Reliability Assurance Program for Electronic Parts Specifications
Commercial Item Description	Represents physical/functional characteristics of a commercial or commercial-type product identified by the non-significant " A-A " prefix.	A-A50452, Life Preserver, Vest, Adult or Child

Ref.	Steps In Presenting The Topic	Instructor Notes
 TR 4-8 CE  Appendix A	<ul style="list-style-type: none"> • Question: How do you find out if a specification exists? <p>Answer: Look in the:</p> <ul style="list-style-type: none"> • GSA Index of Federal Specifications, Standards, and Commercial Item Descriptions , or • the Department of Defense Index of Specifications and Standards. <p>State: All agencies including DOD are required to use any specification or standard listed in the GSA Index.</p> <p>DOD is required to use the DOD specifications listed in the DOD index. Other agencies may elect to use them at their option.</p> <p>c. Direct their attention to the "Excerpted Index" in their CE Book, Appendix CE-A</p> <p><u>Ask</u> the students to look at the Table of Contents in the Index. The TOC is set up:</p> <ol style="list-style-type: none"> 1. General Information 2. Alphabetical List 3. Numeric List 4. Federal Supply Classification Listing 5. Federal Specifications and CIDs Cancelled or Superseded thru July 1989 6. USDA Specifications 7. Commercial Item Descriptions (CIDs) (Listed separately) 	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<ul style="list-style-type: none"> • Question: Where would you first look if you received a PR that cited: MM-A-123? Answer: Numerical listing for FEDSPECS & CIDs. 	
	<ul style="list-style-type: none"> • Question: Where would you look if your PR only stated a product name, such as: Air Conditioner Filter? Answer: Alphabetical listings for FEDSPECS, CIDs, and standards. 	
 CE 4-2 to 4-3	<p>d. Assign Case Study 4-1, CE 4-2 & 4-3: "Looking for Mr. Goodspec."</p> <p>Tell the students to use the "Excerpted Index" for this case study.</p> <p>This is a group exercise.</p> <p>Ask the groups to come to a consensus.</p> <p>Randomly call on groups to provide their answer. Call on each group at least one time.</p>	
		

(Note to Instructor: The students' version is slightly different - 2 pages in lieu of 1) The solution follows this page and is in the form of Questions and Answers.

Case Study 4-1 Looking for Mr. Goodspec

Scenario: Justine Times received six PRs for which she must identify whether an existing specification exists. (**Appendix A**)

Directions:

Use the GSA Index of Federal Specifications, Standards, and Commercial Item Descriptions (**Appendix A**) and Exhibit 4-1 on TR page 4-6 to answer the following for each requirement:



- 1. Does a specification exist?**
- 2. What kind of specification is it?**
- 3. How many specifications did you find?**
- 4. Does the specification meet your need?**





The PRs are for the following requirements:




1. Air conditioner for use in the mailroom
2. USA flag for use in the auditorium
3. Battery operated smoke alarm detectors for use in the officers' home on base
4. Testing of Sleeping Bag Cloths using the Tablet Method for flammability
5. W-A-00450A, Alarm systems, interior, security, components for
6. Cameras, Television, Monochrome, Closed Circuit Fed Specification W-C-1422B/GEN

Ref.	Steps In Presenting The Topic	Instructor Notes
<div data-bbox="240 451 326 533" data-label="Image"></div> <div data-bbox="240 1155 326 1236" data-label="Image"></div>	<p data-bbox="378 289 1057 436">e. Summarize Case Study 4-1: "Looking for Mr. Goodspec."</p> <ul style="list-style-type: none"> <li data-bbox="378 489 1057 667"> <p>Question: What did you discover?</p> <p>Answer(s): Identifying applicable specifications is not always simple.</p> <p data-bbox="378 705 927 751">Item 1: Air Conditioner</p> <ol style="list-style-type: none"> <li data-bbox="427 783 1057 856">Does a specification exist? Answer: Yes <li data-bbox="427 888 1057 961">What kind of specification is it? Answer: FEDSPECS & CIDS <li data-bbox="427 993 1057 1066">How many specifications did you find? Answer: 9 <li data-bbox="427 1098 1057 1224">Do any of the specifications meet your need? Answer: No. <ul style="list-style-type: none"> <li data-bbox="378 1255 1057 1675"> <p>Question: What would you have to do to determine which specification you should use for the procurement?</p> <p>Answer:</p> <ol style="list-style-type: none"> <li data-bbox="451 1497 1057 1560">Contact the RA and explain the situation to determine if they can provide you with further guidance, or <li data-bbox="451 1581 1057 1675">Obtain copies of all nine specifications and submit to RA to make the decision as to which one is most appropriate. 	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p data-bbox="380 289 1029 384">Item 2: USA Flag for use in the Auditorium</p> <p data-bbox="428 443 862 474">1. Does a specification exist?</p> <p data-bbox="428 485 591 510">Answer: Yes</p> <p data-bbox="428 552 938 583">2. What kind of specification is it?</p> <p data-bbox="428 594 672 619">Answer: FEDSPEC</p> <p data-bbox="428 661 1052 693">3. How many specifications did you find?</p> <p data-bbox="428 703 565 728">Answer: 3</p> <p data-bbox="428 770 1045 802">4. Does the specification meet your need?</p> <p data-bbox="428 812 1052 865">Answer: DDD-F-410-C seems to be the most applicable because its to be used indoors.</p> <p data-bbox="380 907 948 1001">Item 3: Battery Operated Smoke Alarm Detectors</p> <p data-bbox="428 1050 862 1081">1. Does a specification exist?</p> <p data-bbox="428 1092 591 1117">Answer: Yest</p> <p data-bbox="428 1159 938 1190">2. What kind of specification is it?</p> <p data-bbox="428 1201 613 1226">Answer: CIDS</p> <p data-bbox="428 1268 1052 1299">3. How many specifications did you find?</p> <p data-bbox="428 1310 565 1335">Answer: 4</p> <p data-bbox="428 1346 516 1371">A-A587</p> <p data-bbox="428 1381 516 1407">A-A592</p> <p data-bbox="428 1417 516 1442">A-A593</p> <p data-bbox="428 1453 516 1478">A-A594</p> <p data-bbox="428 1520 1045 1551">4. Does the specification meet your need?</p> <p data-bbox="428 1562 1029 1610">Answer: Don't know--need more information from the RA.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
<div data-bbox="365 308 451 348">  </div> <div data-bbox="365 348 451 390">  </div>	<div data-bbox="380 390 1063 457"> <h2>Item 4: Sleeping Bag Cloths using the Tablet Method for flammability.</h2> </div> <div data-bbox="380 457 1063 539"> <p>1. Does a specification exist? Answer: Yes</p> </div> <div data-bbox="380 539 1063 621"> <p>2. What kind of specification is it? Answer: Federal Standard</p> </div> <div data-bbox="380 621 1063 703"> <p>3. How many specifications did you find? Answer: 1, FED-STD-191A/5907</p> </div> <div data-bbox="380 703 1063 785"> <p>4. Does the specification meet your need? Answer: Don't know--need to ask RA.</p> </div> <div data-bbox="380 785 1063 894"> <p>• Question: Why would this be considered a Federal Standard and not a specification?</p> </div> <div data-bbox="380 894 1063 976"> <p>Answer: Because Federal Standards fall into two categories:</p> </div> <div data-bbox="380 976 1063 1085"> <ol style="list-style-type: none"> 1. Federal Test Method standards which are developed by the Federal government when appropriate industry standards are not available (these standards always have a slash (/) in their number. 2. Packaging, marking, and material identification standards. </div> <div data-bbox="380 1085 1063 1194"> <p>Point Out: Generally, Federal Standards are used in conjunction with Federal Specifications or CIDs.</p> </div>	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<ul style="list-style-type: none"> • Question: Are there any Federal Specifications for Sleeping Bags that would require flammable testing? Answer: No, In the Alpha Listing of Federal Specs and CIDs is a Sleeping Bag for Arctic Survival, containerized, pressure vacuum-packed. 	
	<ul style="list-style-type: none"> • Question: Who might use sleeping bags in the Government? Answer: The military, National Parks Service, or Job Corps. 	
	<p>Item 5: Alarm systems, interior, security, components for</p> <ol style="list-style-type: none"> 1. Does a specification exist? Answer: Yes 	
	<ol style="list-style-type: none"> 2. What kind of specification is it? Answer: Interim FEDSPEC 3. How many specifications did you find? Answer: 1, W-A-00450B 4. Does the specification meet your need? Answer: Don't know--need to contact RA to inform them that this interim spec has been superseded by Revision B 	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<ul style="list-style-type: none"> • Question: Would you automatically use the new specification? <p>Answer: No, unless the RA understands what the changes are and approves using the revised specification, you may be purchasing a product/service that is not acceptable.</p>	
	<ul style="list-style-type: none"> • Question: What kind of specification is this? <p>Answer: <u>Interim</u> Federal Specification.</p>	
	<ul style="list-style-type: none"> • Question: How can you tell that? <p>Answer: Because there are "00" before the number.</p>	
	<p>Item 6: Camera, Television, Monochrome</p> <ol style="list-style-type: none"> 1. Does a specification exist? Answer: Yes 2. What kind of specification is it? Answer: Fed Specs 3. How many specifications did you find? Answer: 3 W-C-1422/1B W-C-1422/2B W-C-1422/3C 4. Does the specification meet your need? Answer: No, the specifications were cancelled on April 19, 1978--need to contact RA to inform them that spec has been cancelled. 	<p>Remind the students of the Specification W-A-00450A. In this example, the RA was citing an out of date specification.</p>

Ref.	Steps In Presenting The Topic	Instructor Notes
<div data-bbox="240 294 326 375"></div>	<ul style="list-style-type: none"> Question: Where did you locate the cancelled specifications? Answer: In the section titled Federal Specifications, Standards, and CIDs cancelled or superseded through July 1989, pg. 407. State: You did a great job!! Does anyone have any questions? Don't put the index away yet--we're not quite finished with it. Question: Is there a preference in using the published specifications when a commercial product is not available? Answer: Yes, all agencies including DOD are required to use the GSA index. The DOD index is mandatory for DOD and is optional for all other agencies. 	
<div data-bbox="240 804 326 886"></div> TR 4-7	<p>f. Direct their attention to the exceptions to using Federal Specifications on bottom of TR pg. 4-8:</p> <p>(a copy of exceptions follow)</p>	<p>The two indexes do not cross reference each other.</p> <p>Briefly cover all the exceptions with the class.</p>

EXCEPTIONS TO USING FEDERAL SPECIFICATIONS

1. Urgent and using the indexed product description would delay fulfilling the need.
 2. Under small purchase procedures.
 3. For products acquired and used overseas.
 4. For items acquired for authorized resale, excluding military clothing.
 5. For construction or new installation equipment where a national leading industry or technical source specification or standard is available.
 6. An adequate and appropriate voluntary standard is known to exist but has not yet been adopted and listed in the indexes for product and services.
-

Explain: Once the RA has determined that a Federal Specification, Federal Standard, or Commercial Item Description has been established for the product they want, you must:

1. Verify the adequacy of the specification requirements.
2. Coordinate any revisions to the specifications with the RA to ensure that the supply will continue to meet the Govt's needs.






• **Question:**

What does it mean when only the last alpha has changed?

Answer: The specification has been revised.



State: Let's take a look at some examples of how specifications are revised on TR 4-8.

Ref.	Steps In Presenting The Topic	Instructor Notes
<div data-bbox="391 428 453 506"></div> <div data-bbox="391 709 453 787"></div> <div data-bbox="391 991 453 1068"></div> <div data-bbox="391 1115 453 1163">Purchase Requests and Index (Appendix A)</div>	<p>Revisions to FEDSPECS are indicated by A, B, C, etc. used consecutively for each successive issuance of a FEDSPEC. Example: This FEDSPEC number PP-T-101A supersedes an interim FEDSPEC that was issued by GSA-FSS</p> <p>Revisions to MILSPECS are indicated by A, B, C, etc., used consecutively for each successive issuance, except letters I, O, Q, and S are not used.</p> <p>Example: This MILSPEC number MIL-C-17C supersedes MIL-C-17B.</p>	
	<ul style="list-style-type: none"> Question: Does everyone understand? <p>State: You should make sure the RA has followed the instructions for using a specification. For example: if a specification calls for a particular size, or color, make sure the RA has included that information in the specification.</p>	
	<p>g. Tell the class that this next exercise is not in the CE and it's a group effort.</p> <p>Instruct the students to look in the "Excerpted Index of Federal Specifications, Standards and CIDs."for the three Desert Storm Purchase Requests they are working on this week to identify if there are any existing specifications available for these requirement.</p>	<p>Allow them 15 minutes to search.</p> <p>The answer is yes-- Only the <u>credenza</u> has any kind of specification. CID A-A-2081A.</p>

TOPIC: SPECIFICATIONS AND SOWs**Reference:** Chapter 4, TR pages 4-8 to 4-10**Objective:** When you finish this lesson, your students should be able to:

- identify problems in using specifications "as is"

Time: TBD**Method:** Lecture/case study**LESSON PLAN**

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>a. Show VG 4-3: Specifications and SOWs. STEP 3 - Identify problems with using specifications "as is."</p> <p><u>Explain:</u> As a contract specialist, you should read the individual sections, paragraphs, and even sentences when you're evaluating the specification.</p>	
<p>TR</p>  <p>TR 4-10</p>	<p>b. Direct the students' attention to Exhibit 4-2, TR pg. 4-10 Problems in using specifications.</p> <p>Tell the students to review this exhibit to become familiar with identifying problems in using specifications.</p> <p><u>State:</u> Each agency has a an official who is responsible for establishing agency procedures for deviations to existing specifications and notifies GSA of deviations or recommendations regarding Federal specifications.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
CE 4-5	<p><u>State</u>: The RA can't repeatedly use the same deviation unless they notify GSA and GSA allows continuous use of the deviated spec or a formal change to the spec is pending with GSA.</p> <p>Deviation from military specs are made in accordance with DOD regulations.</p> <p>Remember that no matter what type specification is used, all specs must only meet the minimum functional need and will promote full and open competition.</p> <p>c. Ask the students to read the CID in their CE pg. 4- 5</p> <p><u>Have</u> students remove the CID from the CE..</p> <p><u>Allow</u> 5 minutes for students to read the CID.</p> <p>See copy of CID on next pg.</p>	

NOTE: THIS IS AN ABBREVIATED VERSION OF THE CID.

A-A-2081B
June 1, 1989
Superseding
A-A-2081A
March 15, 1984

COMMERCIAL ITEM DESCRIPTION**CREDENZAS, OFFICE (TRADITIONAL STYLE)**

General Services Administration has authorized the use of this Commercial Item Description in preference to Interim Federal Specification AA-0-00249.

Salient characteristics. These characteristics describe concisely the essential physical and functional/performance characteristics of the commercially available items.

Design. The credenzas shall be traditional style designed for heavy duty office use.

Styles:

Style A - Double sliding door section with adjustable shelf. Minimum overall dimensions 29"W x 18"D x 28 1/2"H.

Style B - Two pedestal sections with a double sliding door section between. Each pedestal section shall have 1 storage drawer over a file drawer and the sliding door section shall have an adjustable shelf. Minimum of one lock located on either a file drawer or sliding doors. Minimum overall dimensions 59"W x 18"D x 28 1/2"H.

General construction.




Tops. Steel construction reinforced with formations extending the full length of the top for maximum rigidity. Top edges shall have a binding strip and shall be covered with decorative laminate plastic. Alternatively, the top may be particleboard with high pressure laminate plastic face and backing sheet to produce a balanced sandwich construction. A protective edging shall be around the entire top and the color shall be gray, similar to the gray enamel finish (self-edging, not allowed). Overall thickness shall be 1" minimum.

Drawers. The drawers shall have stops to prevent accidental removal but allow removal without the use of tools. The storage drawer shall have a minimum of one partition.

Drawer and door pulls. Polished finish chrome plate on steel, die-cast zinc, brass or bronze; polished stainless steel or polished anodized aluminum.

Locks. The locks shall be of the disk or pin tumbler type, having not less than four disks or pin tumblers. No one key shall open more than the lock on one unit up to a minimum of 125 units consecutively produced. Duplicate keys shall be furnished for each lock.





Finish. The finish shall be baked enamel. The color shall match Fed. Std. No. 595 gray (26134). Alternatively, the manufacturer may provide his equivalent commercial baked enamel gray finish subject to contracting officer approval.






Ref.	Steps In Presenting The Topic	Instructor Notes
	d. Ask the students:	
	<ul style="list-style-type: none">• Question: Should the specification for the credenza be used for this purchase request? Answer: NO, specifications call for different dimensions. These dimensions do not meet the need.	
	<ul style="list-style-type: none">• Question: Is there any way you can modify the CID for use? Answer: NO. There is too great a difference between what is wanted and what is covered in the CID.	
	<ul style="list-style-type: none">• Question: Just because there is a specification for a similar product or service, do you have to use the specification? Answer: No, only if it meets your minimum needs. Tell the students to keep the CID out because they're going to have another case study where they'll have to use it.	




TOPIC: SPECIFICATIONS AND SOWs**Reference:** Chapter 4, TR Pages 4-11 thru 4-13**Objective:** When you finish this lesson, your students should be able to:



- critique purchase descriptions


Time: TBD**Method:** Inquiry**LESSON PLAN**

Ref.	Steps In Presenting The Topic	Instructor Notes
	a. Show VG 4-4: Specifications and SOWs. STEP 4: Critique Purchase Descriptions.	
	<ul style="list-style-type: none"> Question: What do you do when you don't have an existing specification, or the established specification cannot be used or modified through an authorized deviation? <p>Answer: Notify the requiring activity that a purchase description is needed.</p>	
	<ul style="list-style-type: none"> Question: What is a purchase description? <p>Answer: Salient or essential physical characteristics & functions required to meet the Government's minimum needs.</p>	
	<ul style="list-style-type: none"> Question: Are there any concerns with developing and using PDs? <p>Answer: Yes, the problem with developing a PD is that it has not been tested and therefore the effectiveness is not known. However, the PD should contain criteria necessary for establishing the quality and reliability of the product or service in the form of testing and/or inspection requirements.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<ul style="list-style-type: none"> • Question: Who prepares the PD? <p>Answer: The Requiring Activity is responsible for providing the PD with their purchase request. Some agencies have specific offices that write PDs. Other agencies require the RA to develop their own.</p>	
	<ul style="list-style-type: none"> • Question: Who is responsible for the effectiveness of the PD ? <p>Answer: The contract specialist.</p>	
	<ul style="list-style-type: none"> • Question: Can anyone identify the most commonly used purchase description? <p>Answer: Brand name or equal.</p>	
	<ul style="list-style-type: none"> • Question: What is the difference between a regular PD and a brand name or equal PD? <p>Answer: A regular PD has been developed by the RA to describe a requirement because there is no FEDSPEC nor a MILSPEC. A brand name or equal PD is used for a standard, off-the-shelf item for which a detailed description is not available.</p>	
	<ul style="list-style-type: none"> • Question: How should a brand name or equal PD be identified in a solicitation? <p>Answer: You must provide a list of the salient physical, functional, or other characteristics which are essential to meet the Government's <u>minimum</u> needs and reference the manufacturer's name and catalog or model number.</p>	





Ref.	Steps In Presenting The Topic	Instructor Notes
	<ul style="list-style-type: none"> • Question: Can anyone explain what we mean by "salient"? <p>Answer: The prominent features or prominent characteristics of a product which are necessary to meet the Government's minimum needs.</p>	
	<p>b. Walk the students through an example. Write "Whirlpool Refrigerator" on the chalkboard or flipchart.</p> <p><u>Ask</u> the students to to identify what they believe are the prominent features (salient characteristics) of a Whirlpool refrigerator needed for evaluating performance and why.</p> <p>To get the class started, provide one answer:</p> <p>Height and width</p>	
	<ul style="list-style-type: none"> • Question: Is this information, height and width, needed? <p>Answer: If there is a confined space the refrigerator will need to fit into then you must determine if the Whirlpool model was chosen because it fits into that space.</p>	


Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>Write on the chalkboard student suggestions of the salient characteristics of a Whirlpool refrigerator</p> <p>Some suggested answers:</p> <ol style="list-style-type: none"> 1. How cold does the refrigerator get? 2. Does it make ice automatically? 3. Is it frost free? 4. Does it have bins for vegetables and meats? <p>Allow for open discussion - No right or wrong answers. The point is to teach the students the <u>thought process</u> needed in identifying salient characteristics.</p>	<p>What questions would you ask the RA regarding the salient characteristics of the Whirlpool refrigerator?</p>
	<ul style="list-style-type: none"> • Question: Why would this information be important? <p>Answer: The bidders should be advised in the solicitation of all products that are known to meet the spec. This will encourage more competition. The bidders will believe the procurement is not "rigged" for the brand name only."</p> <p>Explain: Critiquing a PD is crucial since it may not have been tested for a previous procurement. As with specifications, the purchase description must promote competition to the fullest extent and only meet the minimum needs of the Government.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
TR  TR 4-16	<p>c. Direct student's attention to top of the TR pg. 4-16.</p> <p>There is a list showing 6 different problem areas that could exist in a purchase description. The list is not inclusive but serves as a starting point for critiquing a PD.</p>	

List as shown on Page 4-16 of TR

1. Wrong type of specification (design, performance, functional)
2. Wrong type of purchase description (regular or brand name)
3. Restrictive or impractical requirements
4. Nonessential or obsolete requirements
5. Ambiguous or vague terms
6. Unclear division of responsibilities between parties

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>d. State: The effectiveness of a PD starts with the description of the requirement. There are three <u>types</u> of specifications.</p> <p> • Question: Who can name the three?</p> <p>Answer: Design, performance, and functional</p> <p> • Question: What is the definition of a design specification?</p> <p>Answer: Specifies exact dimensions, materials, composition, physical and chemical requirements and other details of the product to be provided (or the service to be performed).</p> <p> • Question: What is the definition of a performance specification?</p> <p>Answer: Expresses requirements in the form of output, function, or operations of a commodity.</p> <p> • Question: What is the definition of a functional specification?</p> <p>Answer: States only end result to be achieved.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
 CE Page 4-5 and 4-7	<p>g. Assign Case Study 4-2, CE 4-7: "Which Type is It?"</p> <p><u>Tell</u> the students to use the "Commercial Item Description for the credenza" for this case study.</p> <p><u>Inform</u> the students they have 10 minutes to complete the exercise.</p> <p><u>Ask</u> the students to identify an example of a sentence or paragraph written in design, functional or performance terms.</p> <p>Randomly <u>call</u> on individuals to provide their answer.</p> <p><u>Allow</u> time for class discussion, if there are any problems.</p>	

Case study as shown in Class Exercise Book. Solution follows this page.

Case Study 4-2

"Which Type is It?"

Directions:

1. Using the CID for the credenza, locate one example of design, one example of performance, and one example of a function type description in the following three paragraphs of the CID:

Design, Drawers, Locks

2. Write the statement, and/or the phrase below that describe design, function, and performance descriptions.

Design:

Performance:

Function:

SUGGESTED SOLUTION FOR CASE STUDY 4-2**"WHICH TYPE IS IT?"**

A-A-2081B
June 1, 1989
Superseding
A-A-2081A
March 15, 1984

COMMERCIAL ITEM DESCRIPTION**CREDENZAS, OFFICE (TRADITIONAL STYLE)**

General Services Administration has authorized the use of this Commercial Item Description in preference to Interim Federal Specification AA-0-00249.

SALIENT CHARACTERISTICS These characteristics describe concisely the essential physical and functional/performance characteristics of the commercially available item.

DESIGN The credenzas shall be traditional style designed for heavy duty office use.
[design] & [function]

STYLES:

Style A - Double sliding door section with adjustable shelf. **[design]**
Minimum overall dimensions 29"W x 18"D x 28 1/2"H. **[design]**

Style B - Two pedestal sections with a double sliding door section between. Each pedestal section shall have 1 storage drawer over a file drawer and the sliding door section shall have an adjustable shelf. Minimum of one lock located on either a file drawer or sliding doors. **[design]**

Minimum overall dimensions 59"W x 18"D x 28 1/2"H. **[design]**

GENERAL CONSTRUCTION

Tops. Steel construction reinforced with formations extending the full length of the top for maximum rigidity. Top edges shall have a binding strip and shall be covered with decorative laminate plastic. Alternatively, the top may be particleboard with high pressure laminate plastic face and backing sheet to produce a balanced sandwich construction. A protective edging shall be around the entire top and the color shall be gray, similar to the gray enamel finish (self-edging, not allowed). **[design]**

Overall thickness shall be 1" minimum. **[design]**



Drawers. The drawers shall have stops to prevent accidental removal but allow removal without the use of tools. **[performance]** The storage drawer shall have a minimum of one partition. **[function]**

Drawer and door pulls. Polished finish chrome plate on steel, die-cast zinc, brass or bronze; polished stainless steel or polished anodized aluminum.[design]

Locks The locks shall be of the disk or pin tumbler type, having not less than four disks or pin tumblers. No one key shall open more than the lock on one unit up to a minimum of 125 units consecutively produced. Duplicate keys shall be furnished for each lock.[function]

Finish. The finish shall be baked enamel. The color shall match Fed. Std. No. 595 gray (26134). [design]. Alternatively, the manufacturer may provide his equivalent commercial baked enamel gray finish subject to contracting officer approval.[function]

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p data-bbox="378 289 1076 338">h. Summarize Case Study 4-2</p> <div data-bbox="240 359 326 443">?</div> <ul data-bbox="378 373 1076 541" style="list-style-type: none"> • Question: Did this exercise help you distinguish the differences among the three types of specifications? <p data-bbox="427 573 634 604">Solicit answers</p> <div data-bbox="240 636 326 720">?</div> <ul data-bbox="378 636 1076 804" style="list-style-type: none"> • Question: How many of you think you can go back to your job and identify the type of specifications you have in your files? <p data-bbox="427 835 634 867">Solicit answers</p> <p data-bbox="427 898 1076 1098"><u>Explain:</u> The specification may be a combination of any two or all three types. It is the policy of the Government to use functional or performance specifications rather than design, whenever possible.</p> <p data-bbox="427 1129 1076 1245"><u>State:</u> An adequate PD must include the essential physical and functional characteristics of the supplies or services.</p> <p data-bbox="427 1276 1076 1350"><u>Explain:</u> Another common problem area is vague and ambiguous statements.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<ul style="list-style-type: none"> • Question: Can someone give us an example of a vague and ambiguous statement or phrase? (Solicit Discussion.) 	
CE  Pg 4-9	<p>i. Assign Case Study 4-3, CE 4-9: "Words can Make a Difference"</p> <p><u>Inform</u> the students they have 10 minutes to complete the exercise.</p> <p><u>Ask</u> the students to select the only acceptable phrase.</p> <p>Randomly <u>call</u> on individuals to provide their answer.</p> <p><u>Provide</u> school solution.</p> <p><u>Allow</u> time for class discussion, if there are any problems.</p>	

Case Study as shown in Class Exercise Book.

Case Study 4-3




Words can Make a Difference!!

Directions: Read the phrases and sentences and identify the **only** acceptable statement.

1. To the satisfaction of the Contracting Officer.
2. Contractor may be required to furnish manuals.
3. All reasonable requests of the Contracting Officer shall be complied with.
4. In accordance with best commercial practice.
5. Workmanship shall be of the highest quality.
6. Installed in a neat and workmanlike manner.
7. The contractor shall use only good materials.
8. Acceptance will be made only after the contractor has carefully performed the duties outlined in the statement of work.
9. The finished product should have pleasing lines when visually inspected.
10. The contractor is to provide manuals and/or floppy discs.
11. The leather shall be skillfully fitted over the frame.
12. The guides shall promote a smooth quiet operation by preventing any metal to metal contact between suspension members.
13. Contractor is to fabricate the requirement in accordance with attached drawings only.
14. Contractor is to scan the documents and implement the requirements.

Solution to Case Study 4-3 Words Can Make a Difference!!

1. You must clearly state the criteria for judging performance. A contractor's performance cannot be left up to the whim of an individual.
2. Contractor should not be held to a "may be" for any part of the contract. Never agree to agree.
3. Obviously, this is an example of vague requirements.
4. How would you judge "best commercial practice?" The government cannot win any disagreements with this language.
5. How would you judge "highest quality?"
6. How would you judge "neat and workmanlike manner?"
7. How would you judge "good materials?"
8. How would you measure "carefully performed"?
9. How would you judge "pleasing lines?"
10. Which is it --floppy discs or manuals? Use "and" or "or" not "and/or."
11. How do you determine "skillfully?"
12. Although smooth quiet operation may appear vague, the definition is provided in the same sentence: "by preventing any metal to metal contact."
[This is the phrase considered acceptable.]
13. Students may argue this one complaining that the drawings may be sufficient enough for the contractor to perform. However, drawings should only be a part of the specification - not the specification itself.
14. By allowing the contractor the right to "scan", you cannot hold it to the same degree of responsibility as you would if this read: The contractor is required to implement the requirement in accordance with the documents.

Ref.	Steps In Presenting The Topic	Instructor Notes
<p>CE</p>  <p>CE Pg. 4-9</p> <p>PR</p>  <p>Security Systems (0001)</p> 	<p>Warning: Expect disagreement from students on this case study.</p> <p>j. Summarize Case Study 4-3.</p> <p><u>Explain:</u> When two different interpretations can be made, the decision will go against the drafter.</p> <p>k. Assign Case Study 4-4, CE 4-9</p> <p><u>Tell</u> the students to remove the PR for the television surveillance system (line item 0001) and identify any problems in the statement of work.</p> <p><u>This is a class exercise</u> where you will lead the students in the direction of the vague and ambiguous statements and/or phrases in the statement of work and allow them to correct it as you walk them through it</p> <p><u>See school solution</u></p>	

Case Study as shown in Class Exercise Book. Solutions follows this page.

CASE STUDY 4-4

TV Surveillance System Statement of Work

Directions: Identify problem sentences and phrases in the statement of work for the TV surveillance system and:

1. List paragraph number and
2. Rewrite the problem sentences and/or phrases below

School Suggested Solution

Problem sentences/phrases/requirements

Part 1. Scope of Work, para 1.2 "The Contractor shall perform all work in accordance with applicable Government regulations." Work shall be accomplished in such a manner as to minimize the possibility of damage to government property, loss of production time and to safeguard the health and welfare of government and contractor personnel.

What applicable regulations - how is a prospective bidder suppose to know what you mean?

Part 2. First sentence: "The contractor shall install and provide the most contemporary television surveillance equipment under the contract."

What does this mean? Most contemporary for one company may have been outdated by 20 years!!!

Para 2.1.1: "The cameras can be" should be "are to have."

Para 2.4.1 and 3.2.1 : Conflict - The Master Control shall be installed in a cabinet in the security area of the museum. (2.4.1) and The VCR, master control, and monitors shall be installed and housed in a cabinet.

Which one is correct?

Para. 3.2.1: Delete in its entirety.

Para 4.1.1: The work shall be executed in a careful and professional manner and in compliance with the accepted trade practices by personnel skilled and experienced in installation of television surveillance equipment.

How do you measure careful and professional? Also, what is accepted trade practices - Does the trade have standards for installation? If so, they should be identified not "accepted trade practices."

Para 4.1.2: The contractor shall agree, upon installation of all television surveillance equipment and its associated intercomponent wiring/cabling and conduit under the contract , that the associated intercomponent wiring/cabling and conduit shall be the property of the Government.

School Suggested Solution

Problem sentences/phrases/requirements

Rephrase to read: All television surveillance equipment and its associated intercomponent wiring/cabling and conduit shall become the property of the Government upon acceptance.

Para 4.1.3: The Government reserves the right to request removal of all the associated intercomponent wiring/cabling and conduit from the museum by the contractor at no expense to the Government.

Why? When?

Para 4.3 Wiring:

Overhead wiring shall be installed at a maximum height and as approved by the COR.

Para 5.1 "for certification of services" - **What does this mean?**

Para 6.1: "shall provide initial training as determined by the QAE."

How would a prospective bidder provide a price for the "as determined?"

Para 6.2: "shall agree when the training sessions are to held and its duration."

Do not "agree to agree" in a contract.

Purchase Description Revisions

1. Part 1, para 1.2: Delete: "The Contractor shall perform all work in accordance with applicable Government regulations."
2. Part 2, First Sentence: Delete: "The contractor shall install and provide the most contemporary television surveillance equipment under the contract."
3. Para 2.1.1: Change "The cameras can be" to read: "The cameras are to be".
4. Para 2.4.1 Change to read: The Master Control shall be installed in a console located in the security area of the museum. The console shall also house the VCR and monitors.
5. Para 4.1.1: Delete "in a careful and professional manner and in compliance with the accepted trade practices." Sentence shall now read: "The work shall be executed by personnel skilled and experienced in installation of television surveillance equipment."
6. Para 4.1.2: Rephrase sentence as follows: "All television surveillance equipment and its associated intercomponent wiring/cabling and conduit shall become the property of the Government upon installation."
7. Para 4.1.3: Delete: The Government reserves the right to request removal of all the associated intercomponent wiring/cabling and conduit from the museum by the contractor at no expense to the Government.
8. Para 4.3: All overhead wiring shall be secured and protected from nonauthorized personnel and other visitors and at a minimum shall be installed in the ceiling.
9. Part 5. Inspection and Acceptance: Change this section to:

The Contracting Officer shall assign a COR (Contracting Officer's Representative) within 10 days after award of a contract. The contractor will receive a notice identifying the name of the person assigned and outlining all of the responsibilities delegated to the COR.

The COR will be responsible for inspection and acceptance, therefore, the contractor must notify the COR prior to commencing installation when work will begin. Upon completion of the installation, the contractor shall test the equipment to ensure all equipment is in working order. The COR shall be notified by the contractor of when a demonstration of the equipment is ready for inspection and acceptance. The demonstration shall last 48 hours.

Acceptance will not occur if any problems were encountered at any time during the 48 hour period. Once the contractor has corrected the problem, another 48 hour demonstration will be required before acceptance can be made. The inspection cycle will repeat until 48 hours has passed without any problems encountered.

10. Para 6.2: Within 10 days after inspection and acceptance of the system, the contractor shall provide a four-hour training session separately to each of the building managers.

Ref.	Steps In Presenting The Topic	Instructor Notes
TR 4-16	I. Summarize Case Study 4-4. <u>State:</u> The bottom line is to make sure that all requirements are written in clear terms. Also, identify clearly who is responsible for what.	
	<u>State:</u> The requirement should state whether used or reconditioned materials or former Government surplus property are acceptable. If the requirement doesn't contain a statement about used or reconditioned materials, you must use only new or recycled materials. Recovered materials are appropriate if available and if they are reliable and meet the Government's minimum need. This type of material has been collected or recovered from solid waste.	

TOPIC: SPECIFICATIONS AND SOWs

Reference: Chapter 4, TR pgs. 4-16 to 4-18


Objective: When you finish this lesson, your students should be able to:

- critique related elements of the purchase request

Time: TBD

Method: Lecture

LESSON PLAN

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>a. Show VG 4-5: Specifications and SOWs.</p> <p>STEP 5 - Critique related elements of the PR.</p> <p>In reviewing the other elements of the PR, determine whether to recommend:</p> <ul style="list-style-type: none"> •changes that would result in a better market response in terms of: <ul style="list-style-type: none"> -delivery terms -competition -quality -timeliness -price -actual functional need <p>• Question:</p> <p>What type of effect could the deficiencies in a purchase description have on PR elements?</p>	


Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>[Solicit answers before providing one.]</p> <p>Suggested Answer: Failure to address procurement elements may result in:</p> <ul style="list-style-type: none"> •the lack of responses to the solicitation; •issuing a contract to an incompetent vendor who bid extremely low to secure the contract; •a poor quality product or service; •inability to produce product or provide service; •exorbitant prices; •lengthy delivery or performance lead time; •little or no contract administration requirements. <p>State: Make sure that the delivery or performance schedules will encourage small business participation.</p> <p>b. Follow these steps when evaluating the effectiveness of a purchase description:</p> <p><u>Step 1 is to evaluate the PD alone.</u></p> <p>Are there any omissions, conflicts or inconsistencies, for example:</p> <ol style="list-style-type: none"> a. Are copies attached that were referenced? b. Are there vague and ambiguous terms? c. Are there any restrictive requirements? <p><u>Step 2 is to compare the PD to the market report</u></p> <p>Compare what the market is doing versus what the RA is asking for to determine such things as:</p>	


Ref.	Steps In Presenting The Topic	Instructor Notes
	<p data-bbox="428 306 922 499">a. Are you buying out of season? b. Is the product obsolete? c. Are there any warranties d. Are there any omissions or inconsistencies?</p> <p data-bbox="428 541 1057 659"><u>Step 3 is to compare the PD and market report to related elements of the PR</u></p> <p data-bbox="428 695 1065 812">You should provide a more in-depth review of the PR elements once you have critiqued the purchase description to:</p> <ul data-bbox="477 854 1073 1052" style="list-style-type: none">• make sure there are no <u>conflicts</u> in:<ul style="list-style-type: none">-delivery terms-acceptance criteria-contract administration functions-packaging and marking requirements	

TOPIC: SPECIFICATIONS AND SOWs**Reference:** Chapter 4, TR Pgs. 4-18**Objective:** When you finish this lesson, your students should be able to:

- advise the requiring activity of problems

Time: TBD**Method:** Lecture**LESSON PLAN**

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>a. Show VG 4-6: Specification and SOWs. STEP 6- Advise RAs of problems.</p> <p>State: First of all, forward all recommendations to the RA so that they can make any changes before you proceed with the procurement. The RA must concur with changes that impact technical capabilities or delivery. You should notify the RA of any statutory changes to a specification so that they can maintain the change in their records. If an RA limits or restricts the specification, make sure they provide you with adequate justification for doing so. And finally, document your file properly and sufficiently.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p data-bbox="378 296 1013 390">b. Assign Roleplay: "Give me your answer, do!"</p> <p data-bbox="427 436 618 474">Set the stage:</p> <p data-bbox="427 516 737 554"><u>Explain</u> to the class:</p> <p data-bbox="461 588 1073 703">Pat Rivers has prepared and sent a memorandum to Gene Poole outlining the problems that had been identified.</p> <p data-bbox="427 745 919 783"><u>Select</u> two students for roleplay.</p> <p data-bbox="427 825 1049 898"><u>Assign</u> one as the Contract Specialist and one as the RA.</p> <p data-bbox="427 940 1023 1014"><u>Give</u> both students time to read over the script.</p> <p data-bbox="427 1056 954 1129"><u>Collect</u> scripts when students have completed their roles.</p>	

ROLEPLAY: "Give me your answer, do!"

Contract Specialist's Copy

Speaker	Script
Contract Specialist	Hi Gene, this is Pat.
RA	Pat, how are you doing?
Contract Specialist	Gene, I'm still processing your security systems PR.
RA	Oh, how's that going?
Contract Specialist	Well Gene, I've been critiquing the statement of work for the TV surveillance system and I found some problems I thought you could help me with. Did you receive my memo regarding those problems?
RA	I have it right here, Pat.
Contract Specialist	I tried to catch all the problems so there wouldn't be any delay later. If at all possible, I need a quick answer if we are to meet the delivery date.
RA	You're right, Pat, the problems you identified require some attention. Give me about an hour or two and I'll hand carry an approved amendment to the PD. Can you live with that?
Contract Specialist	Sure, Gene, that'll be fine. See you then.



ROLEPLAY: "Give me your answer, do!"
RA's Copy

Speaker	Script
Contract Specialist	Hi Gene, this is Pat.
RA	Pat, how are you doing?
Contract Specialist	Gene, I'm still processing your security systems PR.
RA	Oh, how's that going?
Contract Specialist	Well Gene, I've been critiquing the statement of work for the TV surveillance system and I found some problems I thought you could help me with. Did you receive my memo regarding those problems?
RA	I have it right here, Pat.
Contract Specialist	I tried to catch all the problems so that there wouldn't be any delay later. If at all possible, I need a quick answer if we are to meet the delivery date.
RA	You're right, Pat, the problems you identified require some attention. Give me about an hour or two and I'll hand carry an approved amendment to the PD. Can you live with that?
Contract Specialist	Sure, Gene, that'll be fine. See you then.

ROLEPLAY: "Give me your answer, do!"

Instructor's Copy



Speaker	Script
Contract Specialist	Hi Gene, this is Pat.
RA	Pat, how are you doing?
Contract Specialist	Gene, I'm still processing your security systems PR.
RA	Oh, how's that going?
Contract Specialist	Well Gene, I've been critiquing the statement of work for the TV surveillance system and I found some problems I thought you could help me with. Did you receive my memo regarding those problems?
RA	I have it right here, Pat.
Contract Specialist	I tried to catch all the problems so that there wouldn't be any delay later. If at all possible, I need a quick answer if we are to meet the delivery date.
RA	You're right, Pat, the problems you identified require some attention. Give me about an hour or two and I'll hand carry an approved amendment to the PD. Can you live with that?
Contract Specialist	Sure, Gene, that'll be fine. See you then.

Ref.	Steps In Presenting The Topic	Instructor Notes
	Roleplay Summary	
	<ul style="list-style-type: none">• Question: What did you think of the relationship between Pat and Gene in this roleplay? Answer: Pat and Gene appear to have developed a nice working relationship. Gene is much more cooperative and light-hearted. He and Pat have developed a mutual respect for each other's position.	
	<ul style="list-style-type: none">• Question: Did you feel that the problems should be submitted in writing to Gene before the phone call was made? Answer: Since there were multiple problems, the memo is the best way to handle this situation.	

TOPIC: SPECIFICATIONS AND SOWs**Reference:** Chapter 4, TR pg. 4-18**Objective:** When you finish this lesson, your students should be able to:

- determine whether to incorporate the specification by reference

Time: TBD**Method:** Inquiry**LESSON PLAN**



Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>a. Show VG 4-7: Specifications and SOWs STEP 7 - Determine whether to incorporate the specification by reference.</p>	
	<ul style="list-style-type: none"> • Question: If the specification is published and listed in the GSA Index of Federal Specifications, Standards and CIDs (or the DOD index), must you provide copies of the specification to every bidder? <p>Answer: No, unless:</p> <ul style="list-style-type: none"> • the product is complex • time is inadequate for offerors to obtain specification & prepare offer • a prospective contractor requests a copy of the specification • a PD has been developed 	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p data-bbox="427 289 1076 363"><u>State</u>: Let's recap the objectives we've just covered:</p> <p data-bbox="427 409 919 443">Step 1: Review market research</p> <p data-bbox="427 449 954 525">Step 2: Determine if FEDSPEC or MILSPEC is applicable</p> <p data-bbox="427 531 1008 606">Step 3: Identify problems in using the specification as is</p> <p data-bbox="427 613 740 646">Step 4: Critique PD</p> <p data-bbox="427 653 1076 686">Step 5: Critique related elements of the PR</p> <p data-bbox="427 693 1045 768">Step 6: Advise RA, obtain justifications; & decide</p> <p data-bbox="427 774 1052 850">Step 7: Determine whether to incorporate the specification by reference.</p> <p data-bbox="427 888 1044 1041"><u>State</u>: We are not going to cover statements of work in great detail in this course. However, they will be covered at length in the Negotiation Course.</p>	

TOPIC: SPECIFICATIONS AND SOWs**Reference:** Chapter 4, TR Pg. 4-20**Objective:** When you finish this introduction, your students should be able to:

- define statement of work

Time: TBD**Method:** Inquiry**LESSON PLAN**



Ref.	Steps In Presenting The Topic	Instructor Notes
	<ul style="list-style-type: none"> • Question: What is the product description called that is generally used for acquiring services? <p>Answer: A statement of work or a performance work statement.</p> <p><u>Tell</u> the students that we will simply refer to this specification description as the "SOW" for the remainder of the week.</p>	
	<ul style="list-style-type: none"> • Question: Why is a SOW considered a specification? <p>Answer: Because it:</p> <ul style="list-style-type: none"> •describes the system, item or objective to be developed or produced (i.e., work to be done); •sets forth the methods by which the Government determines that its requirements have been met; and •identifies the technical and management data to be delivered under the contract <p>State: The areas that the SOW impacts are:</p> <ul style="list-style-type: none"> • the extent of competition • source selection factors • type of contract • contractor's effort • number and size of changes • performance measurement 	

TOPIC: SPECIFICATIONS AND SOWs**Reference:** Section 4.2.1, Page 4-19

Objective: When you finish this lesson, your students should be able to:

- Review acquisition history and market research for evaluating a SOW in terms of market capability

Time: TBD**Method:** Inquiry**LESSON PLAN**

Ref.	Steps In Presenting The Topic	Instructor Notes
  TR 4-22	<p>a. Show VG 4-8: Specifications and SOWs. STEP 1 - Review acquisition histories and market research data.</p> <ul style="list-style-type: none"> • Question: What information or data are you looking for to help you evaluate a SOW when you review the acquisition history and market research data? <p>Answer: Look at Exhibit 4-4.</p>	

THIS INFORMATION IS THE SAME AS SHOWN IN EXHIBIT 4-4





MARKET DATA


- Available products and services to meet the minimum functional needs
- Current and potential suppliers
- Trends in supply/demand
- Factors that affect market prices
- SOW used by Government and industrial buyers
- Problems, issues, and recommendations from award and administration of previous contracts
- Feedback from suppliers on previous contracts
- Private sector practices in acquiring goods/services for similar requirements

TOPIC: SPECIFICATIONS AND SOWs**Reference:** Section 4.2.2 through 4.2.5 Pages**Objective:** When you finish this lesson, your students should be able to:

- Critique proposed SOW and related elements of the PR
- Advise RA of problems

Time: TBD**Method:****LESSON PLAN**




Ref.	Steps In Presenting The Topic	Instructor Notes
	a. Show VG 4-9 and 4-10: Specifications and SOWs STEPS 2 AND 3 - Critique proposed SOW and related elements of the PR.	
	<ul style="list-style-type: none"> • Question: What are the elements of a SOW? 	
TR  PAGE 4-20	Answer: The contents include: <ul style="list-style-type: none"> • Scope/Background/ Objectives • Contractor tasks • Contract end items b. Tell the students to take a look at Exhibit 4-5, Elements of a SOW.	
	<ul style="list-style-type: none"> • Question: What should you do when you receive the SOW? Answer: Critique the SOW for adequacy as you would any other specification.	




Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>State: SOWs are the same as PDs in the respect that:</p> <ol style="list-style-type: none">1. They have not been tested, approved or validated, and2. You are responsible for evaluating the effectiveness of the SOW. <p>c. Show VG 4-11: Specifications and SOWs STEPS 4 - Advise RA of problems.</p> <p>State: Again, the RA must be advised when problems exist with the PR.</p> <p>• Question: What is the best method to use in advising the RA for the Fireworks?</p> <p>Answer: Memorandum and phone call followup.</p>	



TOPIC: SPECIFICATIONS AND SOWs**Reference:** Chapter 4, TR Pgs. 4-24 through TR 4-26**Objective:** When you finish this lesson, your students should be able to:

- select and implement technique to improve description

Time: TBD**Method:** Lecture**LESSON PLAN**

Ref.	Steps In Presenting The Topic	Instructor Notes
 TR 4-27 & 4-28	a. Show VG 4-12: Specifications and SOWs STEP 5 - Select and Implement Technique to improve SOW.	
	<ul style="list-style-type: none"> • Question: What would you do if the problems were so monumental that they could not be resolved by the RA? 	
	<p>Answer: Employ the technique that would most likely result in testing and improving the Government's specification or SOW.</p> <ul style="list-style-type: none"> • Question: What purposes do these techniques serve? <p>Answer: They can determine the degree of interest in a requirement, enhance competition, clarify and improve the SOW, and aid interested parties in preparing an adequate proposal.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<ul style="list-style-type: none"> • Question: How do you know which technique is the most appropriate? Answer: Base your selection on the amount of time you have to prepare for and implement the technique. 	
	<ul style="list-style-type: none"> • Question: Should you accept full responsibility for implementing the technique to improve and test the SOW/specification? Answer: No, you should inform the requiring activity so they may assist in the implementation and offer recommendations and support wherever needed. <u>Explain:</u> Once you select the technique, any changes to the statement of work, regardless of the technique used, must be coordinated with the requiring activity. 	
	<p>b. Write on the board:</p> <p>Grounds Maintenance Television Surveillance System X-ray Equipment Credenza Fireworks display</p> <p><u>Ask</u> the students to identify whether these requirements are supply or service.</p> <p>Don't give an answer. Tell them to READ chapters 5 & 6 and be ready to discuss tomorrow.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
 PR & MR  Fireworks PR, SOW & Market Report	<p>c. Assign Case Study 4-5 as homework (optional)</p> <p><u>Tell</u> the students they are to:</p> <p>Analyze the statement of work for fireworks for adequacy.</p> <p><u>Remind</u> the student:</p> <ol style="list-style-type: none"> 1. Review the SOW alone to identify omissions, conflicts and inconsistencies. 2. Compare the SOW to the market report. 3. Compare the SOW and market report to the related elements of the PR. 	<p>TELL STUDENTS TO REMOVE THIS CASE STUDY FROM THE CE 4-13 THRU 4-27 AND PLACE IT IN THE FIREWORKS FOLDER.</p> <p>HOMEWORK ASSIGNMENT FOR TONIGHT IS TO READ LESSONS 5 & 6 IN THE TR.</p>

REQUISITION FOR EQUIPMENT, SUPPLIES, OR SERVICES						1. PAGE OF PAGES			
2. REQUISITION NUMBER F34594		3. STOCKROOM CONTROL NO.		4. STOCKROOM CODE NO.		5. DATE PREPARED		6. JOB NUMBER	
7. TO (<i>Stockroom - name and location</i>) Director of Contracting Federal Dept. of Administrative Services 552 Landing Blvd. Washington DC 20002					8. FROM (<i>Requisitioning point - name and location</i>) Forest Hill Federal Management Office Headquarters, Office of Parks & Recreation 2426 Carnation St. Washington DC 20400				
9. ALLOTMENT AND EXPENSE ACCOUNTS CHARGEABLE 127.2.SOOP0920.10.21.H40					10. SIGNATURE OF APPROVING OFFICER				
11. FOR INFORMATION CALL (<i>name, telephone number, and extension</i>) Steven Wonder (110) 370-5100 Ext. 15					12. TITLE OF APPROVING OFFICER Executive Assistant				
FORM OR STOCK NUMBER (13)	DESCRIPTION OF ARTICLES OR SERVICES			QUAN- TITY (15)	UNIT (16)	UNIT PRICE (17)	AMOUNT (18)		QUANTITY RECEIVED (19)
0001	Fireworks display for Desert Storm Museum dedication ceremony In accordance with Attached Statement of Work Recommended Sources Light up the Night P.O. Box 874 Wilmington, DE 19805 Industrial Light Shows 1714 7th Avenue Waterbury CT 06101			1	ea	75,000	75,000	00	
20. DELIVER TO (<i>Give complete address, including ZIP Code</i>) Desert Storm Museum 3115 Keystone Dr. Washington DC 20040 ATTN: J. Gallo Phone: (110) 485-1234					TOTAL AMOUNT ➔		75,000	00	
					21. SHIPPED VIA FREIGHT PARCEL POST EXPRESS MAIL				
22. FILLED BY			23. PACKED BY			24. CHECKED BY			
25. BILL OF LADING NUMBER								26. DATE SHIPPED	
27. THE ABOVE ITEMS OR SERVICES WERE RECEIVED EXCEPT AS INDICATED ABOVE.									
SIGNATURE				TITLE				DATE	

NOTE: Acquisition of nonexpendable items are to be fully justified on face of requisition.

**FIREWORKS DISPLAY FOR THE
DEDICATION CEREMONY OF THE DESERT STORM MUSEUM
STATEMENT OF WORK**

PART 1: SCOPE/BACKGROUND/OBJECTIVE

1.1: Scope of Work

Provide labor, material, and equipment for presentation of an innovative and attractive aerial fireworks display.

1.2 Background

A museum to commemorate the women and men who served in the Persian Gulf in behalf of our country during the Desert Shield/Storm operations is scheduled to be opened on June 27, 1992. A dedication ceremony of the museum is planned for opening day and will conclude with a 30-35 minute fireworks display.

1.3 Objective

Program objective shall be to create a spectacular, continuous-fire aerial display visible to an audience viewing from many area vantage points not immediately adjacent to the discharge site. To achieve this objective, the contractor is urged to include as many high bursting pieces as possible, allowing for appropriate layering and balance of the overall program with no perceptible breaks or gaps in the display.

PART 2: CONTRACTOR TASKS

The following general parameters are provided for accomplishment of the objective.

2.1 Length of Display: 30-35 minutes continuous firing

2.2 Music: Music/narration tape shall be provided 30 days before the scheduled date of completion by contractor and shall be of an upbeat and patriotic theme.

2.3 Fireworks:

2.3.1 Type and Quantity: Total display shall include approximately 3,000-3,500 individual shells. Suggested numbers of shells are provided as follows. These are to be regarded as guidelines, however, innovation and creativity on the part of the contractor, contributing to the enhancement of the program, is encouraged. Proposal shall focus on aerial display only; ground displays and set pieces shall not be considered, and no parachute shells of any type shall be allowed.

<u>Shell Size</u>	<u>Approximate Number</u>
10" - 12" shells	90-100
6" - 8" shells	1800-2100
3" - 6" salutes	450-530
4" - 5" shells and candles	600-700
3" shells - Finale only	60-70

2.3.2 Program design: Shells shall be distributed within the following segments:

- Opening: The first 1 1/2 - 2 minutes will be televised live so the opening shall include a selection of showy, high-bursting pieces. Approximately 3 minutes in length.
- Body: It is recommended that the body of the program contain approximately 2000 individual pieces. Approximately 25 minutes in length.
- Finale: Since the final impression is generally the lasting impression in a fireworks program, it is recommended that that the offeror place a good deal of emphasis on the final portion of the proposal. Approximately 4 minutes in length.

2.4 Set-up, Cleanup and Take down

2.4.1 The contractor shall be responsible for the complete set-up and cleanup of the display and supplying all necessary materials.

2.4.2 The contractor shall furnish qualified operators for set-up, launch and take down and shall abide by all Federal, state, local and Office of Parks & Recreation regulations which apply to handling pyrotechnics.

2.4.3 The contractor shall be responsible for cleanup of the safety zone to include: cleanup of shell fragments, bits of fusing, and any hazardous material; gathering sand from the discharge area into piles for removal by Office of Parks & Recreation personnel; gathering any other trash and debris generated by the contractor's personnel in appropriate trash containers.

2.5 Schedule

2.5.1 The fireworks display is scheduled to commence at 9:15 pm unless modified in writing by the Contracting Officer's Representative (COR) at the launch site.

2.5.2 In the event of inclement weather, the display will be rescheduled for June 28, 1992. The decision to postpone displays will be made by the COR.

2.5.3 Live loads shall not be brought onto the grounds until June 25, 1992.

2.6 Government-Furnished Items

1. Safety fence/rope
2. Sand (maximum 30 tons; requirements exceeding 30 tons will be the responsibility of the contractor. Provide COR with amount required by May 4, 1991)
3. Supplemental site security when live loads are moved onto the firing site.
4. Telephone on site (local calling service only)

PART 3: CONTRACT END ITEMS

3.1 Inspection and Acceptance

3.1.1 Completion of Physical Set-up: To allow time for adjustments to the set-up if required, all the mortar tubes shall be set-up, fastened together and any foundation sand in place by 11:00 am on June 26, 1992. An on-site inspection will be performed at that time by COR.

3.1.2 Display for inspection: The entire display shall be loaded, fused, covered and ready to shoot by 4:00 pm on June 27, 1992. A comprehensive inventory and inspection will be performed at that time.

3.1.3 Shell Failure Rate: The Government will not allow a shell failure rate exceeding 1/2 of 1 percent. Deductions will be made at the contract price for any shell failure in excess of this allowance.

3.1.4 Substitutions shall not be made after award of contract unless approved by contracting officer 30 days prior to June 27, 1992. Failure to provide exact brand, size, and quantity of shell as submitted in final proposal will result in reduction in payment.

3.1.5 Variation from Proposal: Deficiencies greater than 1 percent in the number, quality, and/or sizes of shells furnished which are not in accordance with the submitted and accepted proposal will result in nonpayment for said shells at the contract price plus require assessment of liquidated damages in the amount of \$5,000.00 which will be deducted from the final contract payment.

3.2 Delivery/Performance Schedule

May 27, 1992: Last day to approve substitutions

May 27, 1992: Music tape is due for approval

June 25, 1992: Fireworks may be delivered no sooner than this date

June 26, 1992: 11:00 a.m. - Motor tubes, sand and any other set up requirements must be ready for inspection

June 27, 1992: 4:00 p.m. - The entire display shall be loaded, fused, covered and ready to shoot

9:15-9:40: Fireworks display

June 28, 1992 4:00 p.m - Cleanup to be completed

3.3 Contract Administration:

A Contracting Officer's Representative (COR) will be assigned within 10 days after award of contract. The contractor will receive notification identifying the representative's name, title, location, telephone number and what the COR is authorized to do. At a minimum, the COR will be responsible for inspection and acceptance.

MARKET REPORT

Fireworks

I. Background

A museum will be erected to commemorate the women and men who served in the Persian Gulf on behalf of our country during the Desert Shield/Storm Operation. A dedication ceremony for the museum is planned and will conclude with a 30 minute fireworks display.

The Contractor will be required to provide labor, material, and equipment for presentation of an innovative and attractive aerial fireworks display. Program objective shall be to create a spectacular, musical continuous-fire aerial display visible to an audience viewing from many area vantage points not immediately adjacent to the discharge site. To achieve this objective, the contractor is urged to include as many high bursting pieces as possible, allowing for appropriate layering and balance of the overall program with no perceptible breaks or gaps in the display.

II. Schedule

The fireworks display is scheduled to commence at 9:15 pm on June 27, 1992 unless modified in writing by the Contracting Officer's Representative (COR) at the launch/discharge site.

In the event of inclement weather, the display will be rescheduled for June 28, 1992. The decision to postpone the display will be made by the COR.

The contractor will be required to allow time for adjustments to the set-up if required. All the mortar tubes shall be set-up, fastened together and any foundation sand in place by 11:00 am on June 26, 1992.

III. Potential Suppliers

The attached mailing list was developed using sources identified in the Thomas Register, Donnally Procurement Directory and by contacting the National Park Service in Washington, D.C. and Disneyworld, Florida.

Other display sources were identified by the following fireworks manufacturers:

Illinois Fireworks Co., Inc.
P.O. Box 792
Danville, IL

New Jersey Fireworks Mfg. Co.
P.O. Box 118
Vineland, NJ

Ohio Fireworks Manufacturing Company
Rock Hill Place
Bellaire, OH

Burnett Fireworks Co., Inc.
3502 - T N. Washington St.
P.O. Box 1743
Enid, OK

Vitale Fireworks Manufacturer Company
P. O. Box 3
New Castle, PA

Elkton Sparkler Co Inc./M/D
P.O. Box F
North East, MD 21901

IV. Distinguishing Characteristics

Proposal shall focus on aerial display only; ground displays and set pieces shall not be considered, and no parachute shells of any type shall be allowed. The fireworks display shall include approximately 3,000-3,500 individual shells. Suggested numbers of shells are provided as follows. (These are to be regarded as guidelines, however, innovation and creativity on the part of the contractor, contributing to the enhancement of the program, is encouraged.)

<u>Shell Size</u>	<u>Approximate Number</u>
10" - 12" shells	90-100
6" - 8" shells	1800-2100
3" - 6" salutes	450-530
4" - 5" shells and candles	600-700
3" shells - Finale only	60-70

V. Market Prices

\$75,000 was allocated on the PR for this requirement. A telephone survey of prospective offerors revealed prices for a 30-35 minute display ranged from \$62,000 to \$83,000. The prices paid by the National Park Service increased approximately 6% annually for the last three years July 4 ceremonies were as follows:

July 4, 1989	\$64,000
July 4, 1990	\$68,000
July 4, 1991	\$72,800

The fireworks display to be used for the dedication ceremony will be similar in scope and length of time. Therefore, the \$75,000 is considered reasonable when compared to current market prices.

VI. Trends in Supply and Demand

Prices appear to be most competitive during the July 4 time period. Unfortunately, this is the peak period and most companies have been booked a year in advance. The source list developed includes all firms that have indicated an interest in responding to the requirement.

The shells have been improved to lower the risk of injury. Qualified operators are required to take a safety course twice annually for which they receive a certificate for successful completion.

VII. Commercial Terms:

Most companies manufacture, import and distribute fireworks and the majority of sales have been on a firm fixed price basis. The companies provide insurance and furnish a performance bond equal to 100% of the contract price.

Proper storage of live loads and overall safety in conducting fireworks displays must be in accordance with the Fireworks Safety Act of 1988 and the National Fire Protection Association Standard 1123-1982, respectively.

Substitutions are not usually made unless approved by the customer at least 30 days prior to the date of the fireworks display. Failure to provide exact brand, size, and quantity of shell as submitted in final proposal will result in reduction in payment.

Deficiencies greater than 1 percent in the number, quality, and/or sizes of shells furnished usually result in nonpayment for said shells at the contract price plus assessment of liquidated damages in a specified amount which will be deducted from the final contract payment.

The contractor is responsible for the complete set-up and cleanup of the display and supplying all necessary materials. The contractor will furnish qualified operators for set-up, launch and take down and abide by all Federal, state, local and Office of Parks & Recreation regulations which apply to handling pyrotechnics.

The contractor is responsible for cleanup of the launch/discharge site to include: cleanup of shell fragments, bits of fusing, and any hazardous material; gathering sand from the discharge area into piles for proper removal by the customer.

The customer normally furnishes:

1. Safety fence/rope
2. Sand (maximum 30 tons; requirements exceeding 30 tons are the responsibility of the contractor)
3. Supplemental site security when live loads are moved onto the firing site
4. Telephone on site (local calling service only)

VIII. Concerns About Quality

The improved shells are being used by all vendors in accordance with the Fireworks Safety Act of 1988. There are fewer accidents at the larger, controlled fireworks displays since the passage of this law. However, 95% of fireworks related accidents over the past five years happened to inexperienced individuals (children and unqualified, untrained adult consumers). Qualified operators are essential in this business. Therefore, companies have a responsibility to provide adequate training programs and are required by law to provide safety training courses.

The shells are tested by a performance detector sensor. The shells that do not meet the minimum performance standard are disposed of in accordance with company policy.

IX. Acquisition History:

There are no previous procurements for fireworks displays.

Fireworks Source List

Atlas Display Fireworks
15-T Hamilton CT.
P.O. Box 371
Jaffrey, NH

Extravaganza, Inc.
191 Halethorpe Farms Rd.
Halethorpe Va 21227



Bursting Light Display
1101 Southlawn Avenue
Dasboro, DE 19939



Creative Fireworks Shows
5606-B General Washington Drive
Alexandria, VA 22306

TOPIC: SERVICES**Reference:** Introduction, TR Pg. 5-3**Objective:** At the completion of this introduction, you should be able to:

- define service contracts
- recognize the policy on service contracts
- recognize the significance of the Service Contract Act

Time: TBD**Method:** Inquiry/case study**LESSON PLAN**


Ref.	Steps In Presenting The Topic	Instructor Notes
	<ul style="list-style-type: none"> • Question: Why do you need to know whether the requirement is for a service or a supply? Suggested answer: Because the entire acquisition strategy and methodology is affected by this classification. Generally, services require more tasks than supplies. 	
	<ul style="list-style-type: none"> • Question: What is a service contract? Answer: A contract that directly engages the time and effort of a contractor whose primary purpose is to perform an identifiable task rather than to furnish an end item of supply. 	
TR 5-3	<p>a. Explain the policy on service contracts.</p> <ol style="list-style-type: none"> 1. Agencies should rely on the private sector for commercial services. 2. Contracts cannot be awarded for the performance of a Government function. 3. Consider and compare the relative costs of Government and contract performance. 4. Nonpersonal service contracts are prohibited unless authorized. 	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<ul style="list-style-type: none"> • Question: What is the significance of the Service Contract Act? <p>Answer: It provides for minimum wages and fringe benefits as well as other conditions of work under certain types of service contracts exceeding \$2500.</p>	
	<ul style="list-style-type: none"> • Question: How long can service contracts last? <p>Answer: Five years.</p> <p>b. Direct students' attention to the Flowchart of Steps in Reviewing Purchase Requests for Services.</p> <p>Step 1: Identify requirements for services Step 2: Determine whether the required services are personal or nonpersonal. Step 3: Determine if the requirement is for advisory & assistance services. Step 4: Determine whether to restrain the awardee from competing for follow-on contracts.</p>	

TOPIC: SERVICES**Reference:** Chapter 5, Pg. 5-5 to 5-7**Objective:** When you finish this lesson, your students should be able to:

- identify requirements for services

Time: TBD**Method:** Inquiry/case study**LESSON PLAN**




Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>a. Show VG 5-1: Services.</p> <p>STEP 1 - Identify requirements for service.</p> <p><u>Explain:</u> A service is essentially labor intensive whose <u>principal purpose</u> is the delivery or investment of people's time rather than an end-product that you would procure in a requirement for supplies. However, there are requirements for both supplies and services.</p> <p><u>State</u> that it is not always a simple task to identify a requirement as a service.</p> <p>A requirement is considered services when the Government is predominantly paying for time as opposed to the cost of physical assets. Does the requirement ask the contractor to perform a task or does it ask for an end product only?</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p data-bbox="427 283 1026 359"><u>Provide</u> examples of describing a requirement as a supply and as a service.</p> <p data-bbox="475 401 1044 600">Office products - are considered supplies when purchasing the actual products. It would only be considered service when you are hiring a firm to provide the agency the supplies.</p> <p data-bbox="475 642 1062 800">A cellular phone - is considered supply when you purchase the phone; if the predominant requirement is the use of the phone system, it is a service.</p> <p data-bbox="475 842 1044 917"><u>Ask</u> if everyone understands the difference between service and supply.</p> <p data-bbox="475 959 1073 1159"><u>State</u>: Remember that a requirement is considered services when the Government is predominantly paying for time as opposed to the cost of physical assets.</p> <p data-bbox="475 1201 1047 1358">A service is essentially labor intensive whose <u>principal purpose</u> is the delivery or investment of people's time rather than an end-product.</p>	


TOPIC: SERVICES**Reference:** Chapter 5, Pages 5-7 to 5-9**Objective:** When you finish this lesson, your students should be able to:


- determine if services are personal or nonpersonal

Time: TBD**Method:** Lecture**LESSON PLAN**

Ref.	Steps In Presenting The Topic	Instructor Notes
	a. Show VG 5-2: Services.	
	STEP 2 -Determine if services are personal or nonpersonal	
	<ul style="list-style-type: none"> • Question: What is the difference between the two? 	
	<p>Answer: The difference is whether the contractor's personnel are subject to the direct supervision and control of Government officials. If they are, it is a personal service.</p>	
	<ul style="list-style-type: none"> • Question: Which service is the most commonly procured by the Government and why? 	
	<p>Answer: Nonpersonal services because agencies must have specific statutory authority to award contracts for personal services.</p>	


Ref.	Steps In Presenting The Topic	Instructor Notes
TR 5-8	<p data-bbox="427 277 1078 470">State: There are functions that involve activities which require either the exercise of discretion in applying Government authority or the use of value judgment in making decisions for the Government.</p> <p data-bbox="427 506 721 543">These functions are:</p> <ul data-bbox="427 585 1057 821" style="list-style-type: none">• criminal investigations• prosecutions and other judicial matters• management of Government programs requiring value judgment• management and directions of the Armed Services and the national defense <p data-bbox="427 863 1024 942">Any requirements for these functions are considered personal services.</p> <p data-bbox="427 984 1057 1140">At the bottom of TR 5-8 are factors you should consider in determining whether a government employer-contractor employee relationship exists. (SEE NEXT PG)</p>	


Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>Walk the students through this list.</p>	
TR 5-8 DETERMINING FACTORS FOR PERSONAL SERVICES		
<ol style="list-style-type: none"> 1. Performance on site 2. Principle tools and equipment furnished by the Government. 3. Services are in furtherance of assigned function or mission. 4. Civil service personnel are performing comparable services. 5. The service will be needed beyond one year. 6. Requires Government direction, directly or indirectly 		
	<p><u>Explain:</u> Keep these factors in mind because if any are present, you will have to <u>carefully review</u> the overall requirement to determine if the service is personal in nature.</p> <p>These factors are only guidelines for assessing whether or not a requirement is personal in nature.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
TR  TR 5-10	<p>b. Take a look at Exhibit 5-4 on TR 5-10 which lists Factors That Tend to Characterize Services as Personal Rather than Nonpersonal</p> <p>Walk the students through the factors below:</p>	

**FACTORS THAT TEND TO CHARACTERIZE
SERVICES AS PERSONAL RATHER THAN NONPERSONAL**

1. Government can obtain civil service employees to do the job, or whether, on the other hand, the contractor has specialized knowledge or equipment that is unavailable to the Government.
2. Services represent the discharge of a Government function that calls for the exercise of personal judgment and discretion on behalf of the Government.
3. Requirement is continuing rather than short-term or intermittent.
4. Government reserves the right to assign tasks to and prepare work schedules for contractor employees during performance of the contract. (Note: However, that at the inception of a nonpersonal services contract, the CO may incorporate work schedules for the contractor or may establish a time period for performance of orders).
5. Government retains the right (whether actually exercised or not) to supervise the work of the contractor personnel, either directly or indirectly.
6. Government reserves the right to supervise or control the method by which the contractor performs the service, the number of people employed, and the special duties of individual employees.
7. Government will review performance by each individual contractor employee, as opposed to reviewing a final product or service on an overall basis after completion of work.
8. Government retains the right to have contractor personnel removed from the job for reasons other than misconduct or security.
9. Contractor personnel are used interchangeably with Government personnel to perform the same functions.
10. Contractor personnel are integrated into the Government's organizational structure.

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>Give the students the following examples of personal and nonpersonal services.</p> <p>Ask: Is this a personal or nonpersonal service?</p> <ol style="list-style-type: none"> 1. A receptionist in a Government office under Government supervision. <p>Answer: Personal</p> <ol style="list-style-type: none"> 2. A janitorial company hired to clean Government offices. <p>Answer: Nonpersonal</p> <ol style="list-style-type: none"> 3. A private detective company investigating Government employees for the Government. <p>Answer: Personal</p> <ol style="list-style-type: none"> 4. A CPA performing annual audit functions for a federal agency. <p>Answer: Nonpersonal</p> <ul style="list-style-type: none"> • Question: Does everyone understand the difference between personal and nonpersonal services? <p>Let's do a case study.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
 CE 5-3 TR 5-7 - 5-10	<p>c. Assign Case Study 5-1. Personal or Nonpersonal?</p> <p>This is a group exercise.</p> <p><u>Explain</u> the groups are to:</p> <ol style="list-style-type: none"> 1. Underline the phrases or terms that make this requirement a personal services 2. Identify which of the six factors apply 3. Rewrite the requirement as a nonpersonal service. <p><u>Allow</u> students 15 minutes to complete this exercise.</p> <p><u>Call</u> on one group to identify the phrases</p> <p><u>Select</u> another group to identify the applicable factors</p> <p><u>Select</u> a third group to read the requirement rewritten as a nonpersonal service.</p>	<p>Make sure everyone understands what they are supposed to do before they begin.</p>

SUGGESTED SCHOOL SOLUTION FOR CASE STUDY 5-1

Security Guard Services:

Personal Services

A requirement for 25 guards is needed to provide security service at the Federal Building, 111 West End Street on an ongoing basis. The 25 guards will report to the Federal Officer Security Chief in the Security Office in Room 10. There the guards will be given their uniforms, walkie talkies, security equipment, and revolvers. Assignments will be made by the Federal Officer Security Chief. Each guard is to perform the functions as required by the assignment. At the end of each day, the guard will receive his daily performance evaluation from the Chief. If a positive evaluation was made, the guard may return the next day for another assignment.

Factors:

1. Performance on Site
2. Principle tools and equipment furnished by the Govt.
3. The service will be needed beyond one year.
4. Requires Government direction, directly or indirectly

Factors 5 & 6 do not apply.

Recast as a Nonpersonal Services:




A requirement for 25 guards is needed to provide security service at the Federal Building, 111 West End Street for one year with two option years. The security needs will be finalized by the Federal Officer Security Chief. The contractor shall be notified by 4:00 p.m. of the next day's requirements. The contractor shall be responsible for providing coverage based on the assignments. The contractor is to provide all uniforms and other equipment. The guards' work schedule (including breakfast, lunch, or dinner and other breaks) will be provided in the contract. Each guard is to initial the work schedule as assignments are completed and the original is to be returned to the contractor. The Government may retain a copy for their files.

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p data-bbox="378 283 1068 331">d. Summarize Case Study 5-1</p> <p data-bbox="427 373 1068 489">State: As you have learned, you must read the statement of work carefully to determine if it is a personal services requirement.</p> <div data-bbox="240 573 326 657">?</div> <ul data-bbox="378 531 1068 657" style="list-style-type: none"> • Question: Why is it important to determine if a service is personal or nonpersonal? <p data-bbox="427 699 1068 762">Answer: Agencies must have specific statutory authority to award contracts for personal services.</p> <div data-bbox="240 835 326 919">?</div> <ul data-bbox="378 793 1068 961" style="list-style-type: none"> • Question: What should you do when you have doubts about whether a requirement is a supply or service or is personal or nonpersonal? <p data-bbox="427 1003 1068 1119">Suggested answers: Consult your contracting officer or legal counsel. The Office of Personnel Management (OPM) may be contacted if you are still having difficulty. Document your findings in the contract file.</p> <div data-bbox="240 1182 326 1266">?</div> <ul data-bbox="378 1150 1068 1276" style="list-style-type: none"> • Question: What should you do if the requirement has been determined as personal services? <p data-bbox="427 1318 1068 1413">Answer: Return the PR to the requiring activity to be rewritten in nonpersonal terms unless procurement is authorized by statute.</p> <div data-bbox="240 1476 326 1560">?</div> <ul data-bbox="378 1434 1068 1560" style="list-style-type: none"> • Question: Who do you think the RA will turn to for help? <p data-bbox="427 1602 1068 1633">Answer: The Contract Specialist</p>	

TOPIC: SERVICES**Reference:** Chapter 5, TR pages 5-11 to 5-13**Objective:** When you finish this lesson, your students should be able to:

- Determine if service is advisory or assistance

Time: TBD**Method:** Inquiry/case study**LESSON PLAN**


Ref.	Steps In Presenting The Topic	Instructor Notes
  TR  PAGE 5-11	<p>a. Show VG 5-3: Services. STEP 3 - Determine if services are advisory and assistance</p> <ul style="list-style-type: none"> • Question: What does advisory and assistance services mean? <p>Answer: They are "services to support or improve agency policy development, decision-making, management, administration, and operation of management systems." FAR 37.201 This includes what used to be termed as "consultant services".</p> <p>b. Direct students to Exhibit 5-5, Types of Advisory and Assistance Services</p> <p>Let's look at some examples (examples are in chart in TR):</p> <p>1. Individual experts and consultants: persons possessing special knowledge or skill combined with extensive operational experience.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p data-bbox="428 275 1068 474">Results are: information, opinions, advice, or recommendations to enhance understanding of complex issues or to improve the quality and timeliness of policy development or decision-making.</p> <p data-bbox="428 516 1024 751">2. Management and professional support services: advice, training, or direct assistance for organizations to improve efficiency or operations of managerial, administrative, or related systems.</p> <p data-bbox="428 793 1062 989">Results are: Information, opinions, advice, training, or direct assistance that lead to the improved design or operation of managerial, administrative, or related systems.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
Bottom of TR 5-11 & 5-12	<u>State:</u> You can only contract for advisory and assistance services if it is essential to the agency's mission to:	

VG 5-6

1. Obtain outside points of view to avoid too limited judgment on critical issues;
2. Obtain advice regarding developments in industry, university, or foundation research;
3. Obtain the opinions, special knowledge or skills of noted experts;
4. Enhance the understanding of, and develop alternative solutions to complex issues;
5. Support and improve the operation of organizations;
6. Ensure the more efficient or effective operation of managerial or hardware systems.

Ref.	Steps In Presenting The Topic	Instructor Notes
TR  Pg 5-12	Ask students to turn to TR pg. 5-12, Exhibit 5-6 where they will see activities and programs that are not defined as advisory & assistance services.	



c. Assign Case Study 5-2: "Advise and Consent"



This is a group exercise.

CE



Page
5-5

Explain the groups are to: Identify the requirements in the chart which could be considered as advisory and assistance services by citing the applicable Factor Number in **Column 2**. **If not an advisory and assistance service, write N/A in Column 2. THIS IS A SUBJECTIVE EXERCISE!!** The objective of this exercise is for the students to determine if a requirement is A&A services.

Allow students 10 minutes to do this exercise

Select a group to provide their solution

Suggested Solution for Case Study 5-2: "Advise and Consent"

Requirements for:	
ADP telecommunications	N/A
On site report typing	N/A
Preaward survey	3
Payroll	N/A
Electrical/mechanical training materials	5
Computer software	N/A
Study on the efficiency of management	1 or 6
Operation of gift shop	N/A

Determining Factors for Advisory and Assistance Services

1. Obtain outside points of view to avoid too limited judgment on critical issues;
2. Obtain advice regarding developments in industry, university, or foundation research;
3. Obtain the opinions, special knowledge or skills of noted experts;
4. Enhance the understanding of, and develop alternative solutions to complex issues;
5. Support and improve the operation of organizations;
6. Ensure the more efficient or effective operation of managerial or hardware systems.

N/A Not advisory and assistance service

READ THIS TO STUDENTS AS THE SCHOOL SOLUTION:


Study on Management Efficiency: Can be Advisory and Assistance when it necessary to obtain outside points of view to avoid to limited judgment on critical issues **[FACTOR 1]**



Preaward Survey: When the opinions, special knowledge, or skills of noted experts is needed and is not available in the Government to analyze and make recommendations on a company's situation. **[FACTOR 3]**




Electrical/mechanical training materials: When this requirement is needed to support and improve the operation of organizations and was not provided with the initial purchase. **[FACTOR 5]**

On site Report Typing, Payroll, and Operation of Gift Shop are not Advisory & Assistance because each requires Day-to-Day Operation of facilities and functions:

Computer software and ADP Telecommunications are not Advisory and Assistance because ADP/Telecommunications functions and related services that are controlled in accordance with FIRMR

Ref.	Steps In Presenting The Topic	Instructor Notes
	d. Summarize Case Study 5-2	
	<ul style="list-style-type: none">• Question: Why should you be concerned with whether a requirement is advisory and assistance services? <p>Answer: Because there are certain prohibitions against using advisory and assistance services.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
 TR pg. 5-13 VG 5-7	<ul style="list-style-type: none"> Question: When are you prohibited from acquiring advisory and assistance services? Ask students to turn to TR 5-13 top. 	
Prohibitions against Advisory and Assistance Services		
	<ol style="list-style-type: none"> 1. Perform work of a policy, decision making, or managerial nature which is the direct responsibility of agency officials. 2. Bypass or undermine personnel ceiling, pay limitations, or competitive employment procedures 3. Contract for, on a preferential basis, former Government employees 4. Specifically aid in influencing or enacting legislations; 5. Obtain professional or technical advice which is readily available within the agency or another Federal agency 	
	<ul style="list-style-type: none"> Question: Could any of the three requirements you identified in Case Study 5-2 as possible advisory and assistance services be prohibited? Answer: Yes, for instance: Study on Management Effectiveness: Factor 1 and 5; Preaward Survey: 1, 2, 5; and Training materials: 2 and 5 	

Ref.	Steps In Presenting The Topic	Instructor Notes
  PRs & CE  Pg 5-9	<p>e. Assign Case Study 5-3 "At Your Service"</p> <p>This is a group exercise.</p> <p><u>Direct</u> the students to get the three PRs.</p> <p><u>Allow</u> students 10 minutes to complete the exercise.</p> <p><u>Tell</u> the students to</p> <ol style="list-style-type: none"> 1. Determine if service or supplies; 2. Determine if service is personal or nonpersonal services, 3. Determine if service is for advisory and assistance services. 	

Solution
Case Study 5-3
"At Your Service"

Requirement	Supply	Service	Personal	Nonpersonal	A & A
Grounds maintenance		X		X	
Credenza	X				
X-ray inspection equipment.	X				
TV surveillance system	X				
Fireworks Display		X		X	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p data-bbox="378 262 1060 310">f. Summarize Case Study 5-3</p> <p data-bbox="427 352 1044 552">Tell the students: It is easy to distinguish the type of requirement for the following: Grounds Maintenance: Service. Credenza: Supply X-Ray Equipment: Supply</p> <div data-bbox="240 598 326 678">?</div> <ul style="list-style-type: none"> <li data-bbox="378 604 1068 804"> <p>Question: What do you do when a requirement covers both a supply and a service such is the case with the fireworks display and the TV surveillance system?</p> <p>Answer: Determine what is the primary purpose of the requirement. The definition of a service contract is shown as follows:</p> <p>Define: Service Contract</p> <p>A contract that directly engages the time and effort of a contractor whose <u>primary purpose</u> is to perform an identifiable task rather than to furnish an end item of supply.</p> <li data-bbox="240 1108 326 1188">? <li data-bbox="378 1108 1068 1266"> <p>Question: With the definition of a service contract in mind how would you classify the TV Surveillance System?</p> <p>Answer: Supply since the requirement is for a surveillance system not the installation of that system. Installation is incidental to the requirement.</p> <li data-bbox="240 1430 326 1509">? <li data-bbox="378 1423 1068 1623"> <p>Question: For the fireworks display: What is the primary purpose of the requirement - The fireworks used in the display or the design & discharge of the display?</p> <p>Answer: The primary purpose is the design of the display since a contractor will be evaluated and will be awarded a contract based on the creative use of a variety of shells and music for entertaining purposes.</p> 	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p data-bbox="380 281 959 373">g. Let's review the steps we've covered so far:</p> <ol style="list-style-type: none"><li data-bbox="428 436 1024 590">1. First you must determine if the requirement is for a supply or service because if it is a service, there are certain procedures you need to follow:<li data-bbox="428 625 1078 821">2. If a service, determine whether service is personal or nonpersonal. If personal you may have some problems:<ul style="list-style-type: none"><li data-bbox="477 743 1032 779">• determine if authorized by statute or<li data-bbox="477 785 927 821">• rewrite in nonpersonal terms<li data-bbox="428 863 1078 1377">2. Determine if nonpersonal service is advisory & assistance and if so, determine if it's prohibited. If not, you must:<ul style="list-style-type: none"><li data-bbox="477 982 1065 1052">• take action to avoid any organizational conflicts of interest that:<ul style="list-style-type: none"><li data-bbox="477 1066 1078 1136">-result in an unfair competitive advantage to the contractor<li data-bbox="477 1142 1016 1211">-impair the contractor's objectivity in performing the work.<li data-bbox="477 1220 1000 1331">• obtain a statement of need and certifications from the RA, if its not attached with the PR.<li data-bbox="477 1339 1040 1377">• obtain any specific agency approvals<li data-bbox="428 1419 1024 1486">3. Obtain wage determinations when the Service Contract Act applies	

TOPIC: OBTAINING WAGE DETERMINATIONS

Reference: Chapter 5, TR pgs. 5-15 to 5-17



Objective: When you finish this lesson, your students should be able to:



- determine if the Service Contract Act applies



Time: TBD




Method: Inquiry/case study



LESSON PLAN

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>a. Show VG 5-8: Obtaining Wage Determinations.</p> <p>STEP 1 - Determine if the Service Contract Act applies</p> <p><u>Explain:</u> Wages that will be paid employees is an important factor in service contracts.</p> <p>• Question: Why is it important to worry about what the contractor pays his employees?</p> <p><u>Answer:</u> Contractors should be prevented from bidding such low prices that they would be relieved of paying the employees the market rates for their occupation and locality (prevailing wage rates).</p> <p><u>Explain:</u> The Service Contract Act of 1965 was passed to ensure that Government contractors compensate their blue collar and some white collar service employees fairly.</p> <p>Wage determinations are issued by Dept of Labor and establish the wage rate to be used in Government contracts when the SCA applies.</p>	
		

Ref.	Steps In Presenting The Topic	Instructor Notes
 TR 5-15	<ul style="list-style-type: none"> • Question: The SCA doesn't apply to certain occupations; what are they? <p>Answer:</p> <ul style="list-style-type: none"> • Executive - a manager • Administrative - one who performs office or non-manual work related to management policies or business operations. • Professional - one whose duties are of a scientific or artistic nature, or an instructor. 	
 TR 5-15	<ul style="list-style-type: none"> • Question: Does the SCA always apply to every service requirement? <p>Answer: No,direct the students to page 5-15 in the TR. The SCA also does not apply when:</p> <ul style="list-style-type: none"> • the contract is under \$2500 • Davis-Bacon applies (construction/alteration of public building) • Walsh-Healey applies (supplies) • Communication Act applies (radio, telephone, telegraph, cable) • Published tariffs exist (transporting freight or personnel) • authorized by other statutes (public utility, USPS) • Contracting for employment providing direct services • Contract will not be performed in the US • Exempted by Secretary of Labor 	

Ref.	Steps In Presenting The Topic	Instructor Notes
<div data-bbox="240 279 326 363"></div> <div data-bbox="251 394 342 457">TR 5-16</div>	<ul style="list-style-type: none"> <div data-bbox="435 275 646 321">Question:</div> <div data-bbox="427 325 959 399">Is the SCA ever applicable to supply contracts?</div> <div data-bbox="427 443 1066 560">Answer: Yes, the SCA is applicable to the service portion of supply contracts when the service portion will be priced separately and the amount exceeds \$2500. The SCA applies only to that portion.</div> <div data-bbox="427 590 987 648">If the service work is an incidental part of contract performance, the SCA does not apply.</div> <div data-bbox="427 697 974 737">Examples of when the SCA applies:</div> <div data-bbox="427 779 1044 1134"> <ol style="list-style-type: none"> 1. You purchased a new copier machine and the maintenance agreement. The maintenance portion was priced separately because it's a service and the cost exceeds \$2500. 2. You have a requirement for pest controllers for a one-year period with 4 option years for six federal buildings. </div> <div data-bbox="427 1176 1076 1213">Example of when the SCA doesn't apply:</div> <div data-bbox="427 1255 1047 1373">You purchased new modular furniture and the contractor was responsible for putting the furniture together</div> 	
<div data-bbox="240 1444 326 1528"></div>	<ul style="list-style-type: none"> <div data-bbox="435 1423 646 1470">Question:</div> <div data-bbox="427 1474 1002 1551">So what is the principal purpose of this requirement?</div> <div data-bbox="427 1596 1044 1625">Answer: The principal purpose is the modular furniture.</div> 	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<ul style="list-style-type: none"> • Question: What act applies to supply contracts? <p>Answer: Walsh-Healey Act</p>	
	<ul style="list-style-type: none"> • Question: How are the wages paid to employees covered by the Walsh-Healey Act? <p>Answer: Contractors are required to pay employees the Fair Labor and Standards Act minimum wage rate. Separate wage determinations are not required under the Walsh-Healey Act.</p>	
	<ul style="list-style-type: none"> • Question: Can anyone explain what is different about the SCA? <p>Answer: When the SCA applies, the contractor must pay their employees the minimum wages as established by Dept. of Labor. DOL issues a "wage determination" based on either</p> <ul style="list-style-type: none"> • prevailing wage rate for the geographical location where the service will be performed, or • the collective bargaining agreement of a predecessor contractor <p>Wage rates must be at least equal to the Fair Labor and Standards Act minimum wage rate</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
<p>TR</p>  <p>PAGE 5-14</p>	<p>b. Direct the students' attention to the Flowchart of Steps in Obtaining Wage Determinations</p> <p>Walk the students through each step.</p> <p>Step 1: Determine if the SCA applies. Step 2: Notify interested parties of the impending acquisition. Step 3: Prepare requests for wage determinations. Step 4: Review the wage determination and incorporate it in the solicitation. Step 5: Update the wage determination.</p>	
<p>CE</p>  <p>PAGE 5-9</p>	<p>c. Assign Case Study 5-4: "Not my Act"</p> <p><u>Tell</u> the students to work individually.</p> <p><u>Ask</u> the students to identify the reason why the SCA does not apply to any of the 7 service requirements.</p> <p><u>Tell</u> the students they may use their TR Page 5-15 for completing this exercise.</p> <p><u>Allow</u> students 10 minutes for the exercise</p> <p><u>Randomly select</u> students to give the answers.</p>	

**Solution to
Case Study 5-5
"Not My Act"**

Directions: The SCA does not apply to any of these services. Give the reason why it does not apply.

1. Moving & storage of household goods from Texas to Arizona

Answer: *Published Tariffs*

2. Professional Healthcare Personnel (doctors, nurses, and surgeons)

Answer: *Professional occupation*

3. Remodel the U.S. Marine barracks to accommodate men & women

Answer: *Davis-Bacon Act*

4. Procurement Planning Instructor

Answer: *Professional Occupation*

5. Telegraph Services



Answer: *Communication Act*

6. Chief Executive Officer

Answer: *Executive Occupation*

7. Mapping Services for rebuilt Kuwait to be performed outside of the USA




Answer: *Contract will not be performed in U.S.*

Ref.	Steps In Presenting The Topic	Instructor Notes
 TR  PAGE 5-16	<ul style="list-style-type: none"> Question: Does anyone have any questions regarding services that are not covered under the SCA? [Solicit discussion] <p>d. Direct the students' attention to Exhibit 5-7, Services Covered by the Service Contract Act.</p> <p><u>Ask</u> the students if they can identify any other examples.</p>	



TOPIC: Obtaining Wage Determinations**Reference:** TR 5-17**Objective:** When you finish this lesson, your students should be able to:

- Notify Interested Parties under a Collective Bargaining Agreement and Prepare a wage determination

Time: TBD**Method:** Inquiry**LESSON PLAN**

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>a. Show VGs 5-9 and 5-10: Obtaining Wage Determinations.</p>	
	<p>STEP 2 - Notify interested parties under Collective Bargaining Agreement</p>	
	<ul style="list-style-type: none"> • Question: What is a CBA? <p>Answer: An agreement between a firm and its employees which establishes wages and fringe benefits paid to the employees.</p>	
	<ul style="list-style-type: none"> • Question: Who are the interested parties and why do you have to notify them? <p>Answer: The interested parties are the union and the current contractor or incumbent contractor. You are putting them on notice so that the contractor can decide whether to bid again and the employees are notified because of the possibility of losing their jobs.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p data-bbox="380 275 915 369">STEP 3 - Prepare Wage Determination</p> <div data-bbox="240 436 326 520">?</div> <ul data-bbox="380 428 876 512" style="list-style-type: none"> • Question: What is a wage determination? <p data-bbox="428 554 1068 638">Answer: It is the wages and fringe benefits found by DOL to prevail in the locality of performance that contractors must pay its employees for performing a specific service.</p> <div data-bbox="240 655 326 739">?</div> <ul data-bbox="380 672 1049 835" style="list-style-type: none"> • Question: Do you need a wage determination when a collective bargaining agreement exists for the current contract"? <p data-bbox="428 882 1071 1024">Answer: Yes, you would attach the CBA to the request for a wage determination to DOL because if the incumbent doesn't win, the new contractor must pay at least the same wages as was agreed upon by the predecessor contractor for similar services in the same locality..</p> <p data-bbox="380 1058 1045 1348">b. We are about to do a case study on the procedures for requesting wage determinations. The exercise will take you through these steps:</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>Step 1: Identify skill classifications</p> <p>Step 2: Estimate number in each skill class</p> <p>Step 3: Identify comparable rates for Government employees</p> <p>Step 4: Obtain copy of bargaining agreement</p> <p>Step 5: Identify the places of performance</p> <p>Step 6: Complete SF 98/98a</p>	
<p>CE</p>  <p>PAGE 5-11 to 5-17</p>	<p>c. Assign Case Study 5-5: "Carpet Fresh"</p> <p><u>Tell</u> the students to work individually.</p> <p><u>Ask</u> the students to fill in the missing words in the story.</p> <p><u>Tell</u> the students they may use their TR Pgs 5-17 through 5-20 for completing this exercise.</p> <p><u>Allow</u> 25 minutes for completing the exercise</p> <p><u>Randomly select</u> students to give the answers.</p>	
<p>TR</p>  <p>Pages 5-17 to 5-20</p>		

NOTE TO INSTRUCTOR: THIS PAGE IS SAME AS STUDENTS
SOLUTION TO EXERCISE FOLLOW THIS PAGE

Case Study 5-5 "Carpet Fresh"

Directions: As you read the story, fill in the missing words. You will need to use the Text Reference, pgs. 5-17 through 5-20.

Justine Times is processing a requirement for carpet cleaning services for her agency to continue through the next fiscal year. The current contractor is Herman Carpet Cleaning Co., 349 8th St., Washington, DC 20019. The only thing she knows about carpet cleaning companies is that her Uncle Lou has been in this business all of his life.

The first thing Justine must do is to determine whether a _____ exists. After reviewing the current contract, Justine learns that a _____ exists and that she must notify both the _____ and the _____ within _____ days. In the notification, Justine must include all _____ dates and ask if there are any _____ to the _____ since the last contract.

Justine receives a response to the notification that the _____ has increased to \$8.75 and the carpet cleaner is the only _____ classification identified. The notification indicates \$8.75 was negotiated with Carpet Cleaners and Carpet Layers Union Local 172, 1600 Louisiana Ave., Washington, DC 20022.

Justine now has to determine the _____ of carpet cleaners needed to perform the service. The PR indicates 6 floors in one building that are carpeted that need cleaning. Justine contacted the _____ and was told 25 are needed.

Justine makes a trip to the _____ office to obtain the _____ and _____ that would be

paid to Government employees if they were to perform this service. The response she received was WG-2, step 2, \$8.25.

Justine obtains a copy of the current contractor's _____ from the ACO who is administering the current contract. The ACO provided a copy of the one attached to the current wage determination number A 36222.

Justine contacts the RA to find out the _____ of the building where the services are to be _____. The RA's response was 3115 Keystone Drive, Washington, DC 20040.

On November 15, 1991 Justine compiles all this information on a _____. It must be submitted within _____ to _____ to the _____ prior to issuance of solicitation.

Using the information in this story, complete the attached forms.

SOLUTION FOR CASE STUDY 5-5

Justine Times is processing a requirement for carpet cleaning services for her agency to continue through the next fiscal year. The current contractor is Herman Carpet Cleaning Co., 349 8th St., Washington, DC 20019. The only thing she knows about carpet cleaning companies is that her Uncle Lou has been in this business all of his life.

The first thing Justine must do is to determine whether a **Collective Bargaining Agreement (CBA)** exists. After reviewing the current contract, Justine learns that a **CBA** exists and that she must notify both the **incumbent contractor** and the **agent for the contractor's employees (union)** within **30** days. In the notification, Justine must include all **acquisition milestone** dates and asks if there are any **changes** to the **CBA** since the last contract.

Justine receives a response to the notification that the **wage rate** has increased to \$8.75 and the carpet cleaner is the only **skill** classification identified. The notification indicates the \$8.75 was negotiated with Carpet Cleaners and Carpet Layers Union Local 172, 1600 Louisiana Ave., Washington, DC 20022.

Justine now has to determine the **number** of carpet cleaners needed to perform the service. The PR indicates 6 floors in one building that are carpeted that need cleaning. Justine contacted the **RA or incumbent contractor** and was told 25 are needed.




Justine makes a trip to the **civilian personnel** office to obtain the **grade** and **salary** that would be paid to Government employees if they were to perform this service. The response she received was WG 2, step 2, \$8.25.

Justine obtains a copy of the current contractor's **CBA** from the ACO who is administering the current contract. The ACO provided a copy attached to the current wage determination number A 36222.

Justine contacts the RA to find out the **location** of the building where the services are to be **performed**. The RA's response was 3115 KEYSTONE DRIVE, WASHINGTON, DC 20040.

On November 15, 1991 Justine compiles all this information on a **SF 98/98a**. It must be submitted within **60** to **120 days** to the **Department of Labor** prior to issuance of solicitation.

STANDARD FORM 98 REV. FEB 1973 U.S. DEPT OF LABOR EMPLOYMENT STANDARDS ADMINISTRATION	NOTICE OF INTENTION TO MAKE A SERVICE CONTRACT AND RESPONSE TO NOTICE <i>(See Instructions on Reverse)</i>	1. NOTICE NO. <div style="font-size: 1.5em; font-weight: bold; margin-top: 10px;">A XXXXXXXX</div>
MAIL TO: Administrator Wage and Hour Division U.S. Department of Labor Washington, D.C. 20210	2. Estimated solicitation date (use numerals)	
	Month 1	Day 15
	Year 1992	
	3. Estimated date bids or proposals to be opened or negotiations begun (use numerals)	
	Month 2	Day 15
Year 1992		
4. Date contract performance to begin (use numerals)		
Month 10	Day 1	Year 1992
5. PLACE(S) OF PERFORMANCE 3115 KEYSTONE DRIVE WASHINGTON, DC 20040		6. SERVICES TO BE PERFORMED <i>(describe)</i> CARPET CLEANING
7. INFORMATION ABOUT PERFORMANCE		
A. <input checked="" type="checkbox"/> Services now performed by a contractor	B. Services now performed by Federal employees	C. Services not presently being performed
8. IF BOX A IN ITEM 7 IS MARKED, COMPLETE ITEM 8 AS APPLICABLE		
a. Name and address of incumbent contractor Herman Carpet Cleaning Co. 349 8th St. Washington, DC 20019		b. Number(s) of any wage determination(s) in incumbent's contract A 36222
c. Name(s) of union(s) if services are being performed under collective bargaining agreement(s). <i>Important:</i> Attach copies of current applicable collective bargaining agreements Carpet Cleaners and Carpet Layers Union Local 172		<div style="text-align: center; font-weight: bold;">RESPONSE TO NOTICE</div> <i>(by Department of Labor)</i> <div style="margin-top: 20px;">A. The attached wage determination(s) listed below apply to procurement.</div> <div style="margin-top: 20px;">B. As of this date, no wage determination applicable to the specified locality and classes of employees is in effect</div> <div style="margin-top: 20px;">C. From information supplied, the Service Contract Act does not apply <i>(see attached explanation)</i></div> <div style="margin-top: 20px;">D. Notice returned for additional information <i>(see attached explanation)</i></div> <div style="margin-top: 20px;">Signed: _____ <div style="text-align: right;">(U.S. Department of Labor)</div> </div> <div style="margin-top: 20px;">_____ <div style="text-align: right;">(Date)</div> </div>
9. OFFICIAL SUBMITTING NOTICE		
SIGNED: <i>Justine Times</i>	DATE 11/15/91	
TYPE OR PRINT NAME Justine Times, Contract Specialist	TELEPHONE NO. (202)555-1298	
10. TYPE OR PRINT NAME AND TITLE OF PERSON TO WHOM RESPONSE IS TO BE SENT AND NAME AND ADDRESS OF DEPARTMENT OR AGENCY, BUREAU, DIVISION, ETC. DIRECTOR OF CONTRACTING FEDERAL DEPT. OF ADMINISTRATIVE SERVICES 552 LANDING BLVD. WASHINGTON, DC 20002 Attn: Justine Times, Contract Specialist		


Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>d. Summarize Case Study 5-5: "Carpet Fresh"</p> <p> • Question: Is the SF 98/98a the only documents Justine is required to send to DOL?</p> <p>Answer: No, the CBA must be attached, too.</p> <p> e. Show VG 5-11 Steps in Preparing a Wage Determination</p> <p>Re-emphasize each step</p> <p> Point out: Follow agency procedures when preparing wage determinations. DOL will consider providing a wage determination for an agency that covers a specific period (such as annually) if sufficient information can be provided.</p>	

Steps in Preparing a Wage Determination

STEP PROCEDURE

- 1 IDENTIFY SKILL CATEGORIES
- 2 ESTIMATE NUMBER IN EACH SKILL CLASS
- 3 IDENTIFY COMPARABLE RATES FOR GOVERNMENT
- 4 OBTAIN COPY OF BARGAINING AGREEMENT
- 5 IDENTIFY THE PLACES OF PERFORMANCE
- 6 COMPLETE SF 98 AND 98A




VG 5-11

 TR 5-24 to 5-25	<p>Tell the students: When processing wage determination requests, make sure you check your agency regulations.</p>	
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TOPIC: SERVICES**Ref.:** Chapter 5, TR pgs. 5-23 to 5-24**Objective:** When you finish this lesson, your students should be able to:

- review wage determinations and update wage determinations when permitted by the contract.

Time: TBD**Method:** Lecture**LESSON PLAN**

Ref.	Steps In Presenting The Topic	Instructor Notes
	a. Show VGs 5-12 and 5-13: Obtaining wage determinations	
	STEP 4 - Review the Wage Determination and Incorporate it in Solicitation	
	<ul style="list-style-type: none"> • Question: How long does it usually take to get a response from DOL? 	
	<p>Answer: 30-60 days.</p>	
	<ul style="list-style-type: none"> • Question: What is the effective date of the wage determination? <p>Answer: It is the signed date in the response block.</p> <p>State: If there are any problems with the wage determination, such as if the wages and benefits differ significantly from those prevailing for similar services in the same locality you will either have to appeal DOL when a CBA exists or to the agency labor advisor when there is no CBA.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p data-bbox="428 283 954 399">Make sure you include DOL's wage determination in the solicitation and contract.</p> <p data-bbox="380 451 902 546">STEP 5 - Update Wage Determinations</p> <p data-bbox="428 598 873 682"><u>State</u>: You will update a wage determination when:</p> <ul data-bbox="428 682 1052 882" style="list-style-type: none">• making a modification•exercising an option or extending contract performance•multiple yr. contract anniversary dates are passed <p data-bbox="380 913 1019 1113">b. Ask the class which Purchase Requests for the Desert Storm Museum cover services?</p> <p data-bbox="428 1155 932 1186"><u>Answer</u>: Grounds Maintenance and Fireworks</p> <p data-bbox="428 1207 1036 1375"><u>State</u>: I have two handouts for you--one on grounds maintenance and the other on the fireworks requirement to read and answer a few questions.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p data-bbox="380 275 1076 422">c. Pass out both Scenario 1 & 2 on Grounds Maintenance & Fireworks.</p> <p data-bbox="428 474 1024 516"><u>Allow</u> students 10 minutes to complete.</p> <p data-bbox="428 558 1016 634">Ask one group to give one solution and another group to give the other solution.</p>	

Note to Instructor: This is same as students'.

Scenario 1: Grounds Maintenance Solution

Chris Washington is the contract specialist and Francis Love is the RA for the Grounds Maintenance requirement.

In processing the PR, Chris looked in the Service Contract Directory of Occupations to identify the skill classification for the type of employees performing under this work. She identified the skill classification as a Grounds Maintenance Laborer.

Since there was no incumbent contractor, Chris did not know how many laborers would be needed. Chris called Francis Love for help.

Francis told Chris only 3 would be used.

Chris was excited. She told Francis because of this they had just saved a bundle of time on this procurement.

- **Question:**

Why was Chris so excited and how was time saved?

Answer: Wage Determinations are not needed when less than 5 employees (total) will be used under a contract.

- **Question:**

What wage rates would apply?

Answer: Walsh-Healey Act - minimum wage rates

Note to Instructor: This is same as students'.

Scenario 2: Fireworks Solution

Pat Rivers is the contract specialist and Stevie Wonder is the RA for the fireworks requirement.

In processing the PR, Pat looked in the Service Contract Directory of Occupations to identify the skill classification for the type of employees performing under this contract. Pat was unable to identify any occupation that came close to describing the types of service employees for this requirement.

There is no incumbent contractor.

Pat did not know how many laborers would be needed. Pat called Stevie Wonder for help.

Stevie told Pat four display designers and two pyrotechnic operators are needed for the requirement..

- **Question:**

What action should Pat Rivers take?




Answer: Ask DOL if the employees should be considered professionals. If they are, the SCA doesn't apply. If they aren't, follow the procedures for requesting a wage determination.



Ref.	Steps In Presenting The Topic	Instructor Notes
	<p data-bbox="381 262 925 325">b. Summarize Lesson 5</p> <p data-bbox="430 346 1063 430">The steps we covered in reviewing PRs for services are:</p> <p data-bbox="430 462 1063 514">Step 1: Identify requirement for services.</p> <p data-bbox="430 514 1063 598">Step 2: Determine if services are personal or nonpersonal.</p> <p data-bbox="430 598 1063 682">Step 3: Determine if services are advisory and assistance.</p> <p data-bbox="430 682 1063 766">Step 4: Determine if the Service Contract Act applies.</p> <p data-bbox="430 766 1063 850">Step 5: Notify interested parties under CBA.</p> <p data-bbox="430 850 1063 903">Step 6: Obtain wage determination.</p> <p data-bbox="430 903 1063 966">Step 7: Review wage determination and incorporate into solicitation.</p> <p data-bbox="430 966 1063 1029">Step 8: Update the wage determination.</p>	

TOPIC: SOURCE LISTS**Reference:** Introduction, TR Page 6-3**Objective:** When you finish this introduction, your students should be able to:

- define required sources

Time: TBD**Method:** Inquiry**LESSON PLAN**



Ref.	Steps In Presenting The Topic	Instructor Notes
	<p><u>Explain:</u> Up to this point, we have been processing PRs with the presumption that commercial sources will be solicited.</p>	
	<ul style="list-style-type: none"> • Question: Must you fulfill your requirements through the open market every time? 	
	<p>Answer: No, there are required and mandatory sources.</p>	
	<ul style="list-style-type: none"> • Question: What are required sources? 	
	<p>Answer: They are mandatory suppliers that provide commercial-type products and services to Government agencies.</p>	
	<ul style="list-style-type: none"> • Question: When is the best time to look up these required sources? 	
	<p>Answer: Whenever you get a PR, you must check the required sources before going out on the open market.to determine if any of them can satisfy the requirement Identifying required sources should be a part of market research.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
<div data-bbox="240 294 326 375"></div> <div data-bbox="240 569 326 709"></div> <div data-bbox="230 567 334 772"><p>TR</p><p>PAGE 6-4</p></div>	<ul style="list-style-type: none"><li data-bbox="378 289 1040 552">Question: Why must you check the required sources first? Answer: Required or mandatory sources are often the least costly and most efficient means of obtaining supplies/services for the Government. <p data-bbox="378 590 1052 779">a. Direct the students' attention to the Flowchart of Steps in Identifying Required Sources</p>	

TOPIC: SOURCE LISTS**Reference:** Section 6.1, TR pages 6-5 and 6-6**Objective:** When you finish this lesson, your students should be able to:

- determine if required sources exist

Time: To be determined after pilot**Method:** Lecture/Case study**LESSON PLAN**

Ref.	Steps In Presenting The Topic	Instructor Notes
 CE  PAGE 6-3	<p>a. Show VG 6-1: Source Lists: Required Sources STEP 1 - Check required sources</p> <p>Explain: In order to check required sources, you should at least know what the required sources are.</p> <p>a. Assign Case Study 6-1: "Name that Source"</p> <p><u>Tell</u> the students to close their TRs and turn to CE 6-3.</p> <p><u>Direct</u> the students to identify as many required sources as they can under Column No. 1. This is an individual exercise.</p> <p><u>Advise</u> the students there is to be <u>NO TALKING OR LOOKING IN YOUR TEXT REFERENCE.</u></p> <p><u>Allow</u> students <u>5</u> minutes to complete this assignment.</p>	



This page is at it appears in the students' CE Book. Solution follows next page - Item C.



Case Study 6-1
"Name That Source"

Column No. 1

Column No. 2


1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Ref.	Steps In Presenting The Topic	Instructor Notes
 TR  Pages 6-5 to 6-7	<p>State: Now that you have listed as many required sources as you could remember, let's hear how well you did.</p> <p>Call on students randomly to identify the required sources.</p> <p>Write the sources on the blackboard as the source is identified by the students.</p> <p>c. Provide Solution to Case 6-1</p> <p>Add any source the students miss. These are the 10 required sources:</p> <ul style="list-style-type: none"> •Agency Inventories •Excess Personal Property •Federal Prison Industries (FPI) •Committee for Purchase from the Blind & Other Severely Handicapped •Government Wholesale Suppliers (GSA, DLA, VA) •Federal Supply Schedules •William Langer Plant •Government Printing Office •Bureau of Mines •GSA Specific Programs (Public Utilities, Leased Motor Vehicles and ADP) <p>Direct the students' attention to their TR, Section 6.1.1. Descriptions for each source are provided.</p> <p>Entertain questions from students on the descriptions.</p>	<p>Note: NISH formerly was called "National Institute for the Severely Handicapped". Now NISH goes by the initials only.</p> <p>Note: The majority of the NIB/NISH supply items are obtained through the GSA Wholesale System(Supply Catalog)</p>




Ref.	Steps In Presenting The Topic	Instructor Notes
<p>CE</p>  <p>Page 6-3 Col. 2</p>	<p>d. Continue Case Study 6-1</p> <p><u>Tell</u> the students to close their Text Reference.</p> <p>This is a group exercise.</p> <p><u>Ask</u> them to provide one example of a product or service for each required source in column 2.</p> <p><u>Allow</u> the groups 10 minutes to complete the exercise.</p> <p><u>Leave</u> list on chalkboard showing 10 sources.</p> <p><u>Call</u> on groups randomly to provide an example.</p> <p>Now let's see how well you did. You should be able to recognize these required sources.</p>	
<p>TR</p>  <p>TR 6-10 thru 6-15</p>	<p>e. Summarize Case Study 6-1 by directing the students to Exhibit 6-3 and 6-4</p> <p><u>Walk</u> the students through the two exhibits.</p>	



Ref.	Steps In Presenting The Topic	INSTRUCTOR Notes
	<p data-bbox="428 289 1073 443"><u>Explain:</u> The first exhibit (two pages) <u>REQUIRED SOURCES FOR SPECIFIC COMMODITIES</u> covers the specific items as shown in the first column:</p> <ul data-bbox="428 489 1029 722" style="list-style-type: none"> • Public Utilites • Printing and Related Supplies • Motor Vehicles • Surplus Strategic and Critical Materials • Helium • Jewel Bearings <p data-bbox="428 768 1008 884">The <u>second</u> column "Required Source" provides the mailing address and phone number for the required source.</p> <p data-bbox="428 930 1073 1119">The <u>third</u> column "Publication" provides the publication you need before ordering from the required source. The publication provides valuable ordering data and other information.</p> <p data-bbox="428 1165 1036 1281">The <u>fourth</u> column identifies what the circumstances must be for NOT using the required source.</p> <p data-bbox="428 1327 1016 1480">The <u>fifth</u> and final colum for this exhibit cites the domentation you must have to support any decision NOT to use the required source.</p> <p data-bbox="428 1526 1068 1642"><u>Allow</u> time for students to raise any questions or concerns before moving on the next exhibit.</p>	



Ref.	Steps In Presenting The Topic	Instructor Notes
	<p><u>Explain</u>: The second exhibit (four pages): REQUIRED SOURCES FOR COMMON USE ITEMS covers commercial and commercial-like supplies and services as shown in the examples in column 1.</p> <p>The <u>second thru fifth</u> columns provide the same information as in the previous exhibit.</p> <p>The <u>sixth</u> and final column shows the priority order for using a required source. Since many same or similar items and services are provided by multiple required sources, a priority order was established. Priority is listed in ascending order (1 being the first source to be used and 7 the last source). When N/A appears, the source is not required and should be treated the same as an open market source.</p> <p>f. Provide the students with an opportunity to use the Exhibits.</p> <p><u>Tell</u> the students to identify which of the required sources should they consider if they were purchasing a Table for their supervisor's office.</p> <p>You should list all sources that may be able to provide the table.</p>	<p>Remember: Order from the correct required source, if available, before entertaining other sources.</p>

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>Note to Instructor: As students name sources, write them on the board or the flipchart.</p> <p>Answer: At a minimum, the following sources should be considered in this order:</p> <ul style="list-style-type: none"> • Agency Inventories • Excess Property • Federal Prison Industries • NIB/NISH • Wholesale sources - GSA • Federal Supply Schedules Program <p>Turn to Appendix B so that we can find that table in there.</p> <p>Remind the students that the examples of products/services for the required sources in the chart are not all inclusive; therefore, when they return to their job, they should look through the publications to determine if the requirement can be satisfied by a required source.</p> <p> g. Show VG 6-2: Source Lists: Required Sources STEP 2 - Determine if required source can meet the need.</p> <p><u>Explain:</u> Before you place an order with a required source, make sure there are no reasons why the source should not be used.</p>	

TR 6-7

Ref.	Steps In Presenting The Topic	Instructor Notes
TR 6-7	<p>These are the exceptions to the use of required sources:</p> <ul style="list-style-type: none"> •Product/service does not meet the minimum requirements •Delivery terms are unacceptable •Value of the requirement is outside established thresholds. <p>You can enter into an interagency agreement with another Federal agency, under the authority of the 1932 Economy Act, as amended, for the provision of goods and services when:</p> <ol style="list-style-type: none"> 1. Only another agency can supply, or 2. Cost comparison has verified that other agency is the best source. <p>State: Let's talk about that table again. Hypothetically speaking, let's assume the table you needed was not available through agency inventories or excess property. Who would you order from?</p> <p>Answer: FPI</p> <p> • Question: What should you do if the open market price is cheaper than the required source?-- which leads us to our next step.</p> <p></p> <p>h. Show VG 6-3: Source Lists: Required Sources</p> <p>STEP 3 - Check prices against open market</p>	
TR 6-8	<p></p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
 TR  TR 6-9	<p>i. Show VG 6-4: Source Lists: Required Sources STEP 4 - Place Order with Required Source</p> <p><u>Explain:</u> Even though a source is required and you were unable to identify a reason for not using the required source, you may not be obligated to use that source if you can show the requirement can be obtained at a lower price from the open market.</p> <p>Going to the open market for a lower price when a required source exists is limited to:</p> <ul style="list-style-type: none"> -Areawide contracts for public utilities -ADP Schedules -Federal Supply Schedules (MAS only) (multiple award schedules) -Federal Prison Industries <p><u>Explain:</u> After you have determined which required sources can provide the requirement (based on priority), place the order in accordance with the procedures prescribed by the required source.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
<div data-bbox="240 294 326 375"></div> <div data-bbox="240 537 326 583">CE</div> <div data-bbox="240 592 326 674"></div> <div data-bbox="250 678 342 741">PAGE 6-5</div>	<ul style="list-style-type: none"> <div data-bbox="378 289 646 336">Question:</div> <div data-bbox="423 340 1049 457">Should you check the required sources for any of the requirements on the three PRs we're working with?</div> <div data-bbox="423 495 842 531">Answer: Yes, all requiriements.</div> <p data-bbox="378 569 964 663">j. Assign Case Study 6-2 "Check Me Out"</p> <p data-bbox="423 709 786 749">This is a group exercise.</p> <p data-bbox="423 789 959 865">The students are to use Appendix B, Procurement List.</p> <p data-bbox="423 907 987 947">Walk students through the Appendix.</p> <p data-bbox="423 987 979 1064">Allow 20 minutes for the students to complete the exercise</p> <p data-bbox="423 1104 1024 1224">Direct the students to get their Purchase Requests covering the Grounds Maintenance and Security Systems.</p> <p data-bbox="423 1264 1065 1341">Call on students at random to provide their solution.</p>	

This page is as it appears in the CE Book.

CASE STUDY 6-2

Solution

"Check Me Out"

Scenario:

Pat Rivers has completed her review of all the required sources for the fireworks display. She did not find any required sources that would be able to provide this requirement.

Pat decided not to check required sources for the X-Ray equipment since this requirement was sole source and a justification was being submitted by the requiring activity.

Only the grounds maintenance requirement, the TV surveillance system and the credenza remain to be checked. Some sources had been considered and discounted. Pat Rivers has put together a package of the remaining required sources for review as follows:

1. The Procurement List
2. Schedule of Products made in Federal Penal and Correctional Institutions
3. Excerpts from the GSA Supply Catalog
4. Federal Supply Schedules


Directions: By using Appendix B in your CE book, identify which required source(s) provides products or services that meet your need.

1. Is there a required source established for the requirements?

Requirement	YES/NO	Required Source(s)
Grounds Maintenance	YES	NISH
Credenza	YES	NISH, FPI, GSA Supply Catalog
Surveillance equipment	YES	Federal Supply Catalog

2. If there is more than one source, which source must you order from?





Requirement	Number of Sources	Priority
Grounds Maintenance	1	N/A
Credenza	3	FPI
Surveillance equipment	1	N/A

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>Tell the class: Placing orders from required sources will not be covered in this class. For the purposes of this course, identifying a requirement as being available through a required source completes the requirement, therefore:</p> <ol style="list-style-type: none"> 1. Grounds Maintenance is considered complete 2. The credenza is considered complete <p>The requirements still remaining are:</p> <ol style="list-style-type: none"> 1. Fireworks display 2. Surveillance Equipment 3. X-Ray Equipment <p>Now let's review the steps in identifying required sources.</p> <p>Step 1: Check required sources. Step 2: Determine whether the required source(s), if any, can meet the need. Step 3: Check schedule prices against open market prices for the identical product. Step 4: Order from the required source.</p>	

TOPIC: SOURCE LISTS: COMMERCIAL SOURCES**Reference:** Section 6.2, TR Pages 6-17 thru 6-22.**Objective:** When you finish this lesson, your students should be able to:

- Identify commercial sources and develop a mailing list



Time: TBD**Method:** Lecture/inquiry**LESSON PLAN**



Ref.	Steps In Presenting The Topic	Instructor Notes
	<ul style="list-style-type: none"> • Question: If there is no established or required source available for your procurement, what will you have to do? Answer: Develop a list of sources located in the open market. 	
	<ul style="list-style-type: none"> • Question: Where do you begin? Answer: Review the acquisition history. 	
	<ul style="list-style-type: none"> • Question: Can anyone name some documents that help identify potential sources? Answer: <ul style="list-style-type: none"> • SF 129 • Sources Provided with PR • Sources identified in Acq History • Procurement Planning Directory • Yellow Pages • Thomas Register • Supply Schedules • PASS (the SBA Procurement Automated Source System) • Centralized Mailing List 	
TR  Pg. 6-16	a. Direct students' attention to the Flowchart of Steps in Identifying Commercial Sources	

TOPIC: SOURCE LISTS: COMMERCIAL SOURCES**Reference:** Section 6.2, TR pages 6-**Objective:** When you finish this lesson, your students should be able to:

- Prepare and maintain a commercial source list

Time: TBD**Method:** Lecture/Inquiry**LESSON PLAN**

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>a. Show VG 6-5: Source Lists: Commercial Sources STEP 1 - Review Acquisition History.</p> <p><u>Explain:</u> Names to include on a source list can be gathered from</p> <ul style="list-style-type: none"> -Market research/report -Centralized mailing list <p><u>Tell</u> the students: Select sources from market research which are:</p> <ol style="list-style-type: none"> 1. Best suited to the procurement and 2. will result in maximum competition 	
	<p>b. Show VG 6-6: Source Lists: Commercial Sources STEP 2 - Prepare Source List.</p> <p><u>Explain:</u> In developing a source list, what information do you need to include:</p> <ul style="list-style-type: none"> •Names •Addresses •Business Size 	<p>Your agency may not require the business size.</p>

Ref.	Steps In Presenting The Topic	Instructor Notes
	<ul style="list-style-type: none"> • Question: Who should you include on a source list? <p>Answer:</p> <ul style="list-style-type: none"> • All eligible and qualified concerns who have submitted SF129 • All sources considered <u>capable</u> • Prospective offerors that have requested past solicitations but have not been placed on the mailing list • Sources on PR • Sources indicated in market report <p><u>Explain:</u> Source lists should include all sources which are:</p> <ol style="list-style-type: none"> 1. Best suited to the procurement, and 2. Will result in maximum competition 	
<p>CE</p>  <p>Pg. 6-7</p>	<p>c. Assign Case Study 6-3 "The List"</p> <p>This is a group exercise.</p> <p><u>Explain</u> they are to critique the source lists provided in this case study for the fireworks and TV surveillance Systems</p> <p><u>Tell</u> students they will need their market reports and PRs to complete this exercise.</p> <p><u>Allow</u> 10 minutes to complete this exercise.</p> <p><u>Call</u> on students randomly to present their findings.</p>	

NOTE TO INSTRUCTOR: THIS IS THE SAME AS THE STUDENTS' CE BOOK.

CASE STUDY 6-3

The List

Pat Rivers has developed her mailing lists to use when soliciting for the fireworks display and the TV surveillance system. Pat did not develop a list for the X-Ray equipment since this requirement is sole source. Pat submitted her mailing lists to the contracting officer for approval.

Pat submitted her mailing lists with her PR files (including market reports) to the contracting officer for approval.

Directions: Acting as the contracting officer, compare the PRs and market reports to the mailing lists and identify the problems you find. Write the problems in the appropriate column on the last page of this case study.

Fireworks Source List

Atlas Display Fireworks
15-T Hamilton CT.
P.O. Box 371
Jaffrey, NH

Extravaganza, Inc.
191 Halethorpe Farms Rd.
Halethorpe Va 21227

Bursting Light Display
1101 Southlawn Avenue
Dasboro, DE 19939

Creative Fireworks Shows
5606-B General Washington Drive
Alexandria, VA 22306

Show Stoppers
1543 E. Church Street
Frederick MD 21701

Professional Displays
P.O. Box 368
Nitro WV 25143

American Images
2161 Webb Street
Bellaire OH

Show of Shows
8-D Music Fair Rd
Hagerstown MD 21740

TV Surveillance Systems

Mountain West Alarm Supply Co.
P. O. Box 10780
Dept. T
Phoenix, AZ 85064
(602) 263-8831

Hirsh Electronics Corp.
1751 - T Langley Avenue
Irvine, CA 92714
(714) 250-8888, Ext. 97

Whelen Engineering Co., Inc.
Rte 145 Winthrop Rd
Chester, CT 06412-1036
(203) 526-9504

Visi-Con, Inc.
749-T Central Avenue
Deerfield, IL 60015
(312) 948-0230

Faraday, Inc.
803 S. Maumer
Tecumseh, MI 49286
(517) 523-2111, Ext. 117

RACO (Remote Alarms and Controls)
400 62nd St.
Emeryville, CA 94608
1-800-722-6999
415 7658-6713

District Security Services, Inc.
233 -T N. Michigan Avenue
(Industrial and Commercail Security
Services and
Overall Asset Protection Programs)
Chicago, IL

Custom Built Security Monitors
1821 Pennsylvania Ave
Baltimore MD 21217

Metropolitan International Investigation ,
Inc.
201-T Padonia Road, W.
Timonium, MD

Advance Security, Inc.
A Figgie International
2964 Peachtree Road
Atlanta, GA

Globe Security Systems, Inc.
2503 Lombard Street
(Undercover Investigations)
Philadelphia, PA 32100

Sentry Protection Systems Corporation
150 Liverpool Street
Each Boston, MA

A-1 Security Systems
8013 Old Branch Avenue
Clinton, MD 20735

ADT Security Systems
3621 7th Avenue
Charleston, WV 25312

Electronic Equipment Co.
1003 S. Chapel Street
Neward, DE 19702

American Sound and Security
12366 Parklawn Drive
Rockville, MD 20852

Best Security Systems Co, Inc.
Box 767
Millersville, MD 21108

Day and Nite Home Security Inc.
432 N. Front Street
Wheeling WV 26003



SOLUTION TO CASE STUDY 6-3






Fireworks :



1. Sources included on Purchase Request were not included in the list.
2. Business size, phone numbers, and zip codes were not shown.
3. Fireworks manufacturers were not included (See market report)

TV Surveillance Systems:

1. Business Size was not shown
2. Some phone numbers and zip codes were not shown.
3. Sources included on Purchase Request were not included

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>d. Summarize Case Study 6-3</p> <p>Re-emphasize to the class:</p> <p>Source lists should include all sources which are:</p> <ol style="list-style-type: none"> 1. Best suited to the procurement, and 2. Will result in maximum competition <p>You need to include:</p> <ul style="list-style-type: none"> •Names, •Complete addresses, phone numbers and •Business Size <p>e. Show VG 6-7: Source Lists: Commercial Sources STEP 3 - Purge Source List.</p>	
 <p>TR 6-18</p>	<p><u>Explain:</u> Any previous lists used to identify sources for the procurement must be PURGED to include only those firms who :</p> <ul style="list-style-type: none"> •have demonstrated they are still interested in submitting an offer, or •have not been debarred or suspended <p>• Question:</p> <p>Must you send a copy to any firm that does not respond to previous procurements?</p> <p>Answer: No, firms not responding after the last two solicitations do not have to be retained on the list.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<ul style="list-style-type: none"> • Question: What must you consider before removing a firm? Answer: The amount of competition that would remain after removal of the firms. 	
	<ul style="list-style-type: none"> • Question: Is there any procedure for removing names? Answer: Not formally, however, it may be in the Government's best interest to request an explanation from the nonresponding firms before removing them. 	
	<ul style="list-style-type: none"> • Question: Even after purging, do you have to send a copy of the solicitation to every name on a particularly long list? Answer: No, but the decision should be based on the dollar value of the proposed contract and how competition will be affected. 	
	<ul style="list-style-type: none"> • Question: Which sources do you retain on the list? Answer: <ul style="list-style-type: none"> •Previously successful bidder •Propective suppliers who have been added since last solicitation •Firms selected for use in a particular acquisition •Sufficient number of small business and labor surplus area firms must be solicited 	
	<ul style="list-style-type: none"> • Question: What do you do with the remaining firms on the list? Answer: Rotate the firms. 	


Ref.	Steps In Presenting The Topic	Instructor Notes
 TR 6-18	<p>f. Show VG 6-8: Source Lists: Commercial Sources STEP 4 - Rotate the List.</p> <p><u>Explain:</u> You may not always be able to rotate the list. For example,</p> <ol style="list-style-type: none"> 1. When there will not be other opportunities for the prospective bidders to be solicited and 2. the list did not accurately show who was sent solicitations and when. 	
 TR 6-18	<p>g. Show VG 6-9: Source Lists: Commercial Sources STEP 5 - Update the List.</p> <p><u>Explain:</u> You update a list by adding new or previously removed firms when:</p> <ol style="list-style-type: none"> 1. firms submit an offer 2. Request reinstatement in writing 3. file a new solicitation mailing list application (SF-129) 4. firm is no longer on the list of excluded parties 5. respond to synopses, prebid/preproposal conferences and presolitation notices 	


Ref.	Steps In Presenting The Topic	Instructor Notes
	<p data-bbox="427 296 932 369">Let's recap the steps in identifying commercial sources:</p> <p data-bbox="427 415 1045 489">Step 1: Review acquisition histories and market research.</p> <p data-bbox="427 495 846 531">Step 2: Prepare source list.</p> <p data-bbox="427 537 824 573">Step 3: Purge source list.</p> <p data-bbox="427 579 829 615">Step 4: Rotate source list.</p> <p data-bbox="427 621 737 657">Step 5: Update list.</p>	


TOPIC: QBL, QML, QPL**Reference:** Chapter 6, Pg. TR 6-20 thru 6-22**Objective:** When you finish this lesson, your students should be able to:



- explain the steps in using qualified lists

Time: To be determined after pilot**Method:** Lecture/inquiry**LESSON PLAN**

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>a. Define Qualified Lists</p> <p>Agencies have the authority to establish lists identifying which suppliers' products have been examined and tested for compliance with specification requirements. The qualified products or firms are included on a:</p> <ul style="list-style-type: none"> •QPL Federal or Military <u>Q</u>ualified <u>P</u>roducts <u>L</u>ist •QML <u>Q</u>ualified <u>M</u>anufacturer <u>L</u>ist •QBL <u>Q</u>ualified <u>B</u>idders <u>L</u>ist <p>• Question: How do you know when a list is applicable?</p> <p>Answer: To determine if a list is applicable, you must check to see if the specification that requires the use of a qualification standard is listed in:</p> <ul style="list-style-type: none"> •GSA Index of Federal Specifications, Standards, CIDS or •DOD Index of Specifications or Standards 	

Ref.	Steps In Presenting The Topic	Instructor Notes
TR  TR 6-19	<p data-bbox="380 289 1075 436">b. Direct students' attention to flowchart of Steps in using Qualified Lists</p> <ul style="list-style-type: none"> <li data-bbox="380 489 1075 720"> <p>Question: If a list applies, are you prohibited from seeking further competition?</p> <p>Answer: No. You are still required to review the list to determine if adequate competition exists.</p> <li data-bbox="380 762 1075 877"> <p>Point Out: <u>Prequalifying sources does not alleviate your responsibility to maximize competition.</u></p> <li data-bbox="380 919 1075 1150"> <p>Explain: Your market research may reveal many sources are not listed that could provide the requirement. You may also discover the requiring activity may be in the process of evaluating other sources for inclusion on the list.</p> <li data-bbox="380 1192 1075 1579"> <p>Question: How do you obtain additional firms?</p> <p>Answer:</p> <ol style="list-style-type: none"> 1. Issue presolicitation notice of pending solicitation. 2. Develop a separate source list based on the responses. 3. Send a copy of the solicitation to all sources: those listed on the Qualified list and those responding to the presolicitation notice 	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<ul style="list-style-type: none"><li data-bbox="378 289 1076 1472"><p data-bbox="427 289 646 331">Question:</p><p data-bbox="427 342 1076 453">What do you do with a firm that responds to the solicitation but is not on the qualified list?</p><p data-bbox="427 495 987 558">Answer: Forward requests to the requiring activity for consideration.</p><p data-bbox="427 600 1060 793"><u>Explain:</u> The names of any firms responding to the presolicitation notice could be submitted even before issuance of the solicitation, especially if time is of the essence.</p><p data-bbox="427 842 1068 993">Whenever a qualified list is applicable to the solicitation you should allow sufficient time for consideration of new sources as follows:</p><ol style="list-style-type: none"><li data-bbox="427 1041 1027 1157">1. Before issuance of the solicitation, if you will be contracting by sealed bidding procedures, or<li data-bbox="427 1199 1019 1314">2. Between the issuance and award of a contract when contracting by negotiation procedures.<p data-bbox="427 1356 1040 1472"><u>Explain:</u> Offers are required to identify in their bid or proposal if they have been qualified.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<ul style="list-style-type: none"> • Question: Once a source is on the list, are they forever on the list? Answer: No, firms may be removed from the list after notification under certain circumstances. Sources may be removed when the following has been determined: <ul style="list-style-type: none"> • Failure to meet qualification requirement • Rejected defects not corrected • No reevaluation upon change of offeror's location or ownership • Discontinuance of product by manufacturer • Source request removal • Condition of meeting qualification was violated • Revised specification imposes new qualification requirement • Source listed on Parties Excluded from Procurement Programs • Performance under contract is otherwise unsatisfactory 	
	<p>c. Show VG 6-10 Source Lists: Qualified Lists</p> <p>Let's recap the steps in using Qualified Bidders, Manufacturers, and Products List:</p> <p>Step 1: Verify applicability of a QBL, QML, or QPL to the procurement.</p> <p>Step 2: Forward requests for information on a qualification requirement.</p> <p>Step 3: Screen offers against the QBL, QML or QPL.</p> <p>Step 4: Report conditions which merit removal or mission of the source from the QBL, QMPL, or QPL.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
	Assign the Open Book Homework Assignment on CE pg. 6-11 to 6-21 and play Jeopardy now or in the morning. Tell the students the homework is due first thing in the morning.	

OPEN BOOK ASSIGNMENT
Instructions

1. You are to complete the Open Book Assignment for Lessons 7-10.
2. Read the entire chapters carefully before completing this assignment. You may use the TR to answer the questions. Answer each question.
3. This assignment will be collected first thing in the morning.

NAME _____

OPEN BOOK ASSIGNMENT
Chapter 7

No.	Question	Answer
1.	Economically disadvantaged individuals are people whose ability to compete in the free enterprise system has been impaired due to diminished capital and credit opportunities.	True or False. Answer: True
2.	What is a set-aside?	Answer: Acquisitions reserved exclusively for small business or small disadvantaged business concerns, and/or businesses in labor surplus areas.
3.	The basic rule governing _____ is the "rule of two." Under this rule, the entire amount of an individual acquisition is set-aside if you determine there is a reasonable expectation that: <ul style="list-style-type: none"> •offers will be obtained from at least two responsible small business concerns, and that •awards will be made at fair market prices. 	Fill in the blank. Answer: Total set-aside.
4.	Define class set-aside.	Answer: A class set-aside is the reserving of a class or portion of acquisitions of products or services to be placed with small business concerns.

Chapter 7

No.	Question	Answer
5.	What must you do if you decide not to set-aside a procurement?	Answer: You must prepare a justification to be approved by the SBA procurement center representative assigned to your agency.
6.	What is the 8(a) program designed to do?	Answer: To assist socially and economically disadvantaged individuals in obtaining a share of the federal procurement dollar.
7.	8(a) contractors are only capable of filling requirements for spare parts.	True or False. Answer: False, 8(a) contractors are capable of performing manufacturing, service, and construction type contracts.
8.	Which small business and/or labor surplus area firms should be considered for your set-aside determination?	Answer: Only the firms that have the capability to perform.
9.	_____ are published by the Office of Management and Budget and are determined by the type of items or services being solicited.	Fill in the blank. Answer: SIC codes

Chapter 8

No.	Question	Answer
1.	Are there any special documents required when citing one of the seven authorities for other than full and open competition?	Answer: Yes, a J&A and/or D&F.
2.	Under what type of conditions would you consider full and open competition after the exclusion of sources?	Answer: There are three groups of procurements for which you would consider using full and open competition after the exclusion of sources. 1. Necessary to establish or maintain alternate sources. 2. Set-asides for small business and labor surplus area concerns, and 3. 8(a) competition (among eligible 8(a) firms only)
3.	_____ means a contract action that is entered into or proposed to be entered into by an agency after soliciting and negotiating with only one source.	Answer: Sole source acquisition.
4.	Why would you synopsise a requirement that has been authorized for other than full and open competition procedures?	Answer: The results of a synopsis may overturn the justification for other than FAOC.
5.	The appropriate approving official is determined by the:	Answer: Dollar value of the requirement (including the cost of any options) and the circumstance.

Chapter 8

No.	Question	Answer
6.	What is the difference between J&A and D&F?	<p>Answer: D&F is a special form of written approval by an authorized official that is required by statute or regulation as a prerequisite to taking certain contracting actions.</p> <p>•J&A means essentially the same as D&F with the exception of the format.</p>
7.	A justification may be released to the public upon request.	<p>True or False.</p> <p>Answer: True.</p>
8.	<p>Identify which one of the seven authorities apply to the following situations:</p> <ul style="list-style-type: none"> •Strategic Defense Initiative •Solar Energy •Agency specific procurements 	Answer: Industrial Mobilization
9.	What should you do if you discover the recommendation has not been adequately justified or if you locate additional responsible sources?	Answer: Notify the requiring activity that you will utilize full and open competition procedures..
10.	<u>Actions to Increase Competition</u> is included in the format for D&Fs.	<p>True or False.</p> <p>Answer: False, a J&A.</p>
11.	Which authority can be prepared and approved after award, and why?	Answer: The Unusual and Compelling Urgency authority can be prepared and approved after award when preparation and approval would unreasonably delay the procurement.

Chapter 9

No.	Question	Answer
1.	What are three examples of requirements that do not lend themselves to leasing?	Answer: Perishables, weapons, and spare parts.
2.	When requested by an agency, OMB will assist in lease or purchase decisions .	True or False: Answer: False, GSA will assist.
3.	What is the difference between purchase and lease?	Answer: The difference between lease and purchase is whether or not title is transferred at the time of payment.
4.	What type of requirements lend themselves to leasing?	Answer: <ul style="list-style-type: none"> •ADP (automated data processing) •Material handling and heavy construction equipment •Automobiles •Office machines
5.	Should a product that is to be used in a secure area that is totally restricted to Government employees <u>only</u> be leased or purchased?	Answer: Purchased, because leasing companies retain ownership of products and must be accessible to them at all times.
6.	What resources can you use to help you make the decision to lease or purchase?	Answer: Acquisition histories and market data.

Chapter 9

No.	Question	Answer
7.	<p>The Government leases the equipment and at a specified period(s) in the contract, must determine whether to purchase the equipment or return it to the contractor. Generally, the purchase price is reduced by subtracting a predetermined amount already paid as a part of the lease. This describes which one of the following leasing plans:</p> <ul style="list-style-type: none"> a. Straight lease b. Lease with Option to Purchase c. Lease to Ownership d. Lease to Buyout 	Answer: b.

Chapter 10

No.	Question	Answer
1.	What is required by the Buy American Act?	Answer: The Act requires that with certain exceptions, only domestic end products shall be acquired for public use.
2..	What are evaluation factors designed to do?	Answer: <ul style="list-style-type: none"> •Maximize competition •Minimize the complexity of the solicitation and the evaluation, •Ensure impartial and complete evaluation of all proposals, and •Facilitate selection of the source whose proposal has the highest degree of realism and whose performance is

Chapter 10

No.	Question	Answer
3.	What are five examples of technical evaluation factors?	Answer: <ul style="list-style-type: none"> • Understanding the problem. • Technical approach or methodology • Qualifications of key personnel • Experience in performing the same or similar work • Management capability
4.	What is the purpose of price related factors?	Answer: Price-related factors are used strictly for comparing offers.
5.	Why are guidelines and procedures established?	Answer: To: <ul style="list-style-type: none"> • fulfill public responsibilities to be impartial and fair, • avoid protests and delays in performance/delivery, and • promote competition by establishing and observing "rules of the game."
6.	_____ provides for the purchase of products produced in designated countries.	Answer: Trade Agreements Act

Chapter 10

No.	Question	Answer
7.	<p>You can encourage small business participation in a procurement by:</p> <ul style="list-style-type: none"> •Dividing proposed acquisitions of supplies and services into reasonably small lots (not less than economic production runs) to permit offers on quantities less than the total requirement. •Planning acquisitions such that, if practical, more than one small business concern may perform the work, if it exceeds the amount for which a surety may be guaranteed by SBA against loss. 	<p>True or False</p> <p>Answer: True.</p>
8.	What are the three general categories for determining the method of award?	<p>Answer:</p> <ol style="list-style-type: none"> 1. More than one award 2. Award based on price and price-related factors. 3. Award based on technical evaluation factors.
9.	Price related factors are added to the contract price.	<p>True or False.</p> <p>Answer: False, they are not to be added to the contract price.</p>
10.	When is it best to use a partial set-aside award?	<p>Answer: When no one small business is capable of producing the entire requirement.</p>

Chapter 10

No.	Question	Answer
11.	Which one of the problems may force cancellation of the solicitation? a. Front-end loading b. Unbalanced offers c. Inaccurate quantity estimates d. Back-end loading	Answer: Front-end loading
12.	When are technical evaluation factors used?	Answer: When the quality of the technical performance is important relative to price.

TOPIC: INTRODUCTION TO LESSON 7, SET-ASIDES AND 8(a) PROGRAM

Ref. Chapter 7, Pg. 7-3

Objective: When you complete this introduction, your students should be able to:

- Identify the purpose of the Small Business Act of 1953, as amended
- Define set-aside
- Define the three types of business concerns
- Identify the purpose of set-asides



Time: TBD



Method: Lecture/Inquiry

LESSON PLAN

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>a. Collect the homework assignment for Lessons 7, 8, 9, and 10 from the students.</p> <p>Ask students if the homework assignment was helpful.</p> <p>b. Present the setting:</p> <p>• Question: How many of you have set aside your procurement for small business or participated in the 8(a) program?</p> <p>[solicit 3 responses and ask which (small business or 8(a))]</p> <p>c. Let's see how much you remember from your reading last night on this subject.</p>	



Ref.	Steps In Presenting The Topic	Instructor Notes
	<ul style="list-style-type: none"> • Question: What act mandated a fair proportion of total purchases by the Government be placed with small businesses? <p>Answer: The Small Business Act:</p>	
	<ul style="list-style-type: none"> • Question How do you ensure a fair proportion of total purchases by the Government will be placed with small businesses? <p>Answer: Reserve acquisitions exclusively for small businesses through set-asides.</p> <p>State: Describe the three types of business concerns for which procurements may be set-aside.</p> <p>Answer:</p> <ol style="list-style-type: none"> 1. Small business concern is a firm that is: <ul style="list-style-type: none"> • organized for profit; • independently owned and operated; • not dominant in the field in which it is bidding on Government contracts • conforms to specific industry criteria defined by the SBA on an industry-by-industry basis 2. Small disadvantaged business is a small business that is: <ul style="list-style-type: none"> • at least 51 percent owned by one or more individuals who are both socially and economically disadvantaged; or • publicly owned by a minimum of 51 percent socially and economically disadvantaged individuals and is controlled by one or more such individuals 3. Labor surplus area is a firm that is: <ul style="list-style-type: none"> • located in an area of concentrated unemployment or underemployment 	





Ref.	Steps In Presenting The Topic	Instructor Notes
 TR  PAGE 7-5	<p>• Question: Name two officials that may be involved in making set-aside decisions?</p> <p>Answer: (any two)</p> <ul style="list-style-type: none"> •Representatives of the SBA •Representatives of the requiring activity •Small business specialist in the contracting office, and •CO <p>d. Direct the students to Flowchart of Steps in Establishing Set-Asides.</p> <p>Walk the students thru each block.</p>	


TOPIC: SET-ASIDES AND 8(a) PROGRAM**Ref.:** Chapter 7, Pg. 7-5

Objective: When you complete this lesson, your students should be able to



- Determine if the requirement has already been set-aside.



Time:**Method:** Inquiry/Lecture**LESSON PLAN**

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>a. Show VG 7-1: Set-asides.</p> <p>STEP 1 - Determine if the requirement has already been set-aside.</p>	
	<ul style="list-style-type: none"> • Question: How do you know if a requirement has already been set-aside? <p>Answer: Your market research and acquisition histories will identify whether previous or similar requirements were set-aside.</p>	
	<ul style="list-style-type: none"> • Question: What is the name of the set-aside for acquisitions for the same products? <p>Answer: Repetitive Set-aside</p>	
	<ul style="list-style-type: none"> • Question: There are two other types of set-asides for small business and/or labor surplus area; name and describe them? 	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>Answer:</p> <ul style="list-style-type: none"> • Specific procurement: a requirement that was a first-time buy or one that had not been set-aside previously for small businesses. • Class set-aside: The reserving of a class or portion of acquisitions of products or services to be placed with small business companies. <p>True or False:</p> <p>State: Once a set-aside, always a set-aside.</p> <p>Answer: False.</p> <p>• Question: Name three changes that could eliminate the set-aside condition?</p> <p>Answer: (any of these)</p> <ul style="list-style-type: none"> • Competition no longer exists: • small businesses have been purchased by large business • small business has outgrown its size standard • small business no longer exists • place of performance is no longer a labor surplus area • Product has changed and availability from small businesses is unknown. • Justifications are obsolete that were used for class, repetitive, or 8(a) set-asides. 	

TOPIC: SET-ASIDES AND 8(a) PROGRAM**Ref:** Chapter 7, Pg. 7-6**Objective:** When you complete this lesson, your students should be able to
•Identify the number and capabilities of firms eligible for set-asides.**Time:** TBD**Method:** Case Study/Lecture/Discussion**LESSON PLAN**



Ref.	Steps In Presenting The Topic	Instructor Notes
 TR Page 7-6 	<p>a. Show VG 7-2: Set-asides.</p> <p>STEP 2 - Identify eligible firms.</p> <p>State: In order to identify if there are any eligible firms under a proposed small business set-aside, begin by determining the SIC code and business size standard applicable to the procurement.</p> <p>State: "The SIC code was developed for use in the classification of establishments by type of activity in which they are engaged."</p> <p>For example: Manufacturing is a type of activity and so is construction.</p> <ul style="list-style-type: none"> Question: Where do you get SIC codes? <p>Answer: From the Standard Industrial Classification Manual issued by the Office of Management and Budget or the requiring activity will provide the SIC code on the PR.</p>	







Ref.	Steps In Presenting The Topic	Instructor Notes
 TR  PAGE 7-10	<p>State: Size standards are established by the SBA on an industry-by-industry basis that corresponds with the SIC code.</p> <ul style="list-style-type: none"> • Question: Where do you find the size standard that SBA established for each SIC? <p>Answer: In the FAR.</p> <p>b. Direct students to Exhibit 7-1, Examples of Size Standards Established by the SBA, TR 7-6</p>	

EXAMPLES OF SIZE STANDARDS ESTABLISHED BY THE SBA

<u>SIC CODE</u>	<u>DESCRIPTION</u>	<u>SIZE</u>
1781	Water Well Drilling	\$7.0 Million
4971	Irrigation Systems	\$3.5 Million
4491	Marine Cargo Handling	\$12 Million
2273	Carpets and Rugs	500 People
5191	Farm Supplies	100 People
4513	Air Courier Services	1,500 People



Exhibit 7-1

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>State: Size standards are based on either number of employees or annual receipts of a company. The dollar amount is based on annual gross receipts and the people represent the total number of employees of a firm.</p> <p>For example: Look at the Irrigation Systems SIC Code 4971 - Any company whose annual gross receipt is \$3.5 Million or below are considered small businesses.</p> <p>Look at Farm Supplies SIC code 5191 - Any company employing 100 people or less (including branch or division offices) is considered a small business.</p> <p> • Question: In what way do the size standards for services generally differ from size standards for supplies?</p> <p>Answer: Most of the size standards for services are shown in dollars while standards for supplies are people.</p> <p> • Question: What data do you need to use in determining if a firm is located in a labor surplus area?</p> <p>Answer: The Zip Code for the place of performance of the company.</p> <p>State: Now that you've identified the size standards and SIC codes, you must research and analyze market data to determine whether there are small businesses or labor surplus area firms that meet the standards.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
TR  PAGE TR 3-9 and 3-11	d. Direct students to Exhibits 3-3, Buyer Market Survey and Exhibit 3-4, Industry Market Survey, TR 3-9 and 3-11, respectively.	
	<ul style="list-style-type: none"> • Question: Do the surveys include any questions regarding set-asides and set-aside considerations? 	
	<p>Answer: No.</p> <ul style="list-style-type: none"> • Question: What questions would you add to the Buyer Market Survey? 	
	<p>Answer:</p> <ul style="list-style-type: none"> • Have you ever set-aside your requirements for small business or labor surplus area firms? • Have you ever had any experience with small businesses or labor surplus area firms? 	
	<p>Note to Instructor: Tell students to add these questions to the Buyer Market Survey.</p> <p>Tell students to go to the Industry Market Survey on TR 3-11.</p>	
	<ul style="list-style-type: none"> • Question: What questions would you add to the Industry Market Survey? 	
	<p>Answer:</p> <ul style="list-style-type: none"> • How many employees do you have? • What are your gross annual receipts? • Have you had any other federal government contracts? If so, who is the point of contact on of the contract(s)? 	
	<p>Note to Instructor: Tell students to add these questions to the Industry Market Survey.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
TR 7-14 & 7-15	<p><u>State emphatically:</u> In making your decision to set-aside, only consider those firms that have the ability to perform.</p> <p><u>State:</u> Now you are ready to set-aside your procurement. There are 6 different set aside programs.</p> <p>They are:</p>	
	<p>Answer:</p> <ol style="list-style-type: none"> Small Business-Small Purchase <p>This category "automatically" reserves all purchases for competition among small businesses when the purchase:</p> <ul style="list-style-type: none"> •is not expected to exceed \$25,000, and •is subject to small purchase procedures Total Small Business Set-Aside <p>The basic rule governing total set-aside is the "rule of two." Under this rule, the entire amount of an individual acquisition is set-aside if you determine there is a reasonable expectation that:</p> <ul style="list-style-type: none"> •offers will be obtained from at least two responsible small business concerns, and that •awards will be made at fair market prices. Partial Small Business Set-Aside <p>Partial set-asides may be established when a total set-aside is not appropriate and the requirement can be divided into two or more economic production runs or lots. At least one small business must be able to furnish one or more lots at fair market prices.</p> Labor Surplus Area (LSA) <p>Set-asides may also be made for the purpose of aiding LSA. Under this program, you may award a set-aside procurement to an LSA concern whether it is a small or large business. Note that, generally, DOD contracts are excluded from this program.</p> 	



Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>5. Total Small Business/Labor Surplus Area (LSA)</p> <p>Under this program, you may only award a contract to a small business firm located in a Labor Surplus Area.</p> <p>6. Partial Small Business/Labor Surplus Area (LSA)</p> <p>Under the set-aside portion of the program, you may only award a contract to a small business firm located in a Labor Surplus Area.</p>	
	<div data-bbox="240 705 326 787" data-label="Image"></div> <ul style="list-style-type: none"> • Question: What is the order of preference when considering set-asides for requirements exceeding \$25,000? <p>Answer:</p> <ol style="list-style-type: none"> 1. Total SB/LSA 2. Total SB 3. Partial SB/LSA 4. Partial SB 5. LSA <p>State: Let's recap what to do when identifying the number and capabilities of firms eligible for set-asides. The steps are:</p> <p>STEP 1: Identify the SIC code and size standard. You get SIC codes from the Standard Industrial Classification Manual issued by the OMB or the requiring activity will provide the SIC code on the PR.</p> <p>Size standards are established by the SBA on an industry-by-industry basis that corresponds with the SIC code.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>The size standards are found in the FAR. They are based on either number of employees or annual receipts. The dollar amount is based on annual gross receipts.</p> <p>STEP 2: Identify potential small business or labor surplus area firms.</p> <ul style="list-style-type: none"> • Question: How do you identify a firm is in a labor surplus area? <p>Answer: The zip code of the place of performance.</p> <p>STEP 3: Determine whether the small business or LSA firms can meet your needs at a fair market price.</p> <p>STEP 4: Select the most suitable set-aside program.</p>	
	<ul style="list-style-type: none"> • Question: Who can name the six set-aside programs? <p>Answer:</p> <ol style="list-style-type: none"> 1. Small Business-Set-Aside 2. Total Small Business Set-Aside 3. Partial Small Business Set-Aside 4. Labor Surplus Area (LSA) 5. Total Small Business/Labor Surplus Area (LSA) 6. Partial Small Business/Labor Surplus Area (LSA) <p>e. Present the setting: What if the contracting officer determines not to set-aside a procurement?</p> <p>Answer: The contracting officer must justify any decision not to set-aside the procurement.</p>	

TOPIC: SET-ASIDES AND 8(a) PROGRAM**Ref.** Chapter 7, Pg. 7-16**Objective:** When you complete this lesson, your students should be able to:

- Make and justify the non-set-aside decision.

Time:**Method:** Lecture/Case Study/Discussion**LESSON PLAN**

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>a. Show VG 7-3: Set-asides. STEP 3 - Make and justify the non-set-aside decision.</p> <p>State: Each agency has its own procedure for justifying non-set-aside decisions. Check your agency procedures before preparing any justification.</p> <p>COs make unilateral decisions to set-aside requirements for small business and/or labor surplus areas, or</p> <p>SBA procurement center reps can recommend a set-aside for small business. If the CO concurs, this is called what?</p> <p>Answer: A joint set-aside.</p>	
<p>CE</p>  <p>Pages 7-3</p>	<p>b. ASSIGN CASE STUDY 7-1 (this is the only case study in Lesson 7) "Gathering Statistics"</p> <p>Tell students to take out the remaining 2 PRs (fireworks and TV surveillance).</p> <p>This is a group exercise.</p> <p>Explain the objective is to determine which set-aside program, if any, to use for the procurement and explain the decision for each requirement.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p data-bbox="427 289 784 331">The case study includes:</p> <ol style="list-style-type: none"><li data-bbox="427 369 857 411">1. Pat's Analysis of Sources<li data-bbox="427 449 1024 527">2. Excerpts from the FAR covering SIC codes and Size Standards<li data-bbox="427 564 621 606">3. Questions <p data-bbox="427 644 1065 686">Allow 30 minutes to complete this exercise.</p>	

CASE STUDY 7-1

Pat Rivers corrected her mailing list as required in Lesson 6. Pat must now make the decision whether to set-aside the procurements for the TV surveillance system and fireworks.

Using the SIC Manual, Pat identified the SIC codes for the requirements as follows:

TV Surveillance System (Line item 001): SIC Code 3663
Fireworks: SIC Code 7999

Pat prepared an analysis of the sources identifying for each firm:

1. Non-Labor Surplus (NLS) or Labor Surplus Area (LSA) status
2. No. of Employees and Annual Gross Receipts
3. A brief description of the firm's primary purpose.

Pat has copied the applicable pages from the FAR for locating the size standard.

Note: Size standards are based on numbers of employees or annual receipts.

Directions:

Using Pat's analysis and the FAR pages, answer the questions on pages 7-6 and 7-9. Make the set-aside decision for the fireworks and TV surveillance system requirements using the information provided in this case study, the text reference, the PRs, and market reports. **Follow the directions; do not make any assumptions!**

T.V. Surveillance Systems

Source/ZIP	No. of Employees	Annual Receipts	Description of Firm
1. Mountain West Alarm Supply Co./85064 NLS	55	.5 M	Provides guard service and installs alarm systems in commercial businesses.
2. Hirsh Electronics/92714 NLS	1,000	122 M	Manufactures sophisticated equipment
3. Whelen Engineering Co./06412-1036 NLS	10	81.2 M	Designs electrical systems for DOD major weapons systems
4. VisiCon, Inc./60015 NLS	26	Not Given	Retail store selling computers, cameras, TVs and other video equipment
5. Faraday, Inc./49286 NLS	8	Not Given	Distributor of Electronic Components
6. RACO/94608 NLS	135	10.8 M	Installs sophisticated surveillance equipment in large office complexes
7. District Security/60447 LSA	16	Not Given	Provides Industrial and Commercial security guard service
8. Custom Built/21217 NLS	815	205 M	Designs and manufactures sophisticated electronic surveillance equipment
9. Metropolitan International Investigation/21218 NLS	9	Not Given	Private investigators specializing in office thefts
10. Advance Security, Inc./31589 NLS	1,200	185 M	Manufactures electronic tracking equipment for DOD
11. Globe Security Systems/15097 NLS	1000	215 M	Manufactures electronic equipment custom built to specifications
12. Sentry Protection Systems/01390 NLS	225	50 M	Provides security guard service nationwide

TV Surveillance Systems (continued)

Source/ZIP	No. of Employees	Annual Receipts	Description of Firm
13.A-1 Security Systems/ 21735 NLS	550	Not Given	Manufacturer of Electronic Equipment for Fortune 500 companies
14. ADT Security/25312 LSA	18	Not Given	Installs residential security systems
15. Electronic Equipment/ 19702 NLS	10	Not Given	Local Retail Sales of Video and Computer Equipment
16. American Sound & Security/ 21852 NLS	25	Not Given	Wholesale Distributor of Security Systems
17. Best Security Systems Co./ 21108 NLS	65	15 M	Provides residential security guards and burglar systems
18. Day and Night Home Security Inc./26003 LSA	Not given	Not given	Installs residential burglar equipment
19. Alarm and Security Systems/13011 NLS	800	654 M	Manufacturer of electronic surveillance equipment and systems (Residential and Commercial)
20. Tri-State/29440 NLS	1000	123 M	Manufacturer of electronic surveillance equipment

1. Which size standard is applicable?

Answer: 750 employees

2. List all firms by number that meet the small business size standard.

Answer: 1, 3, 4, 5, 6, 7, 9, 12,13, 14,15, 16, and 17

3. List the firms by number that meet the small business size standard and are located in a labor surplus area.

Answer: 7 and 14

4. List other firms by number that are in a labor surplus area.

Answer: 18

5. List the firms by number that **can** provide the product as the prime contractor. (see the market report for TV surveillance)

Answer: 8

6. Should Pat set-aside this procurement? If yes, which set-aside program?

Answer: NO

7. What is the basis for your decision?

Answer: The market report indicates that the electronics companies that design and manufacture the products are the prime contractor. The installation is subcontracted to non-manufacturers such as alarm & security companies. Also, determining small business size is based on number of employees, not annual receipts. The sources to be considered are: Hirsh (Not small); Custom (Not small); Advanced (Not small); Globe (Not small); A-1 Security Systems (Small) Alarm (Not Small) and Tri-State (Not small). None of the firms under consideration are located in a LSA.

Only one small business (A-1) is not sufficient to set the procurement aside.

Fireworks

Source/ZIP	No. of Employees	Annual Receipts	Description of Firm
1. Atlas Display/03063 NLS	15	1.5 M	Designs and presents fireworks for fairs, celebrations, etc.
2. Extravaganza/22127 LSA	36	14 M	Designs and presents fireworks for fairs, celebrations, etc.
3. Bursting Light Co./19839 NLS	9	.750 M	Designs fireworks and water light shows
4. Creative Fireworks/22306 NLS	45	3.2 M	Designs fireworks shows.
5. Show Stoppers/21701 LSA	32	25 M	Designs and presents fireworks for fairs, celebrations, etc.
6. Professional Display/25143 LSA	16	3 M	Designs and sets up trade shows, fairs, etc.
7. American Images/43207 NLS	22	3.5M	Designs and presents fireworks for fairs, celebrations, etc.
8. Show of Shows/21740 LSA	100	65M	Designs and presents fireworks for fairs, celebrations, etc.
9. Light Up the Night/19805 NLS	35	22 M	Designs and presents fireworks for fairs, celebrations, etc.
10. Industrial Light Show/06101 NLS	5	.3 M	Designs and presents fireworks for fairs, celebrations, etc.
11. Illinois Fireworks/61830 LSA	155	95M	Manufacturers fireworks for Commercial and General Public Use

Source/ZIP	No. of Employees	Annual Receipts	Description of Firm
12. Brilliant Fireworks/08222 NLS	15	3 M	Distributor of Fireworks
13. Ohio Fireworks Co./43880 NLS	325	156 M	Manufactures Fireworks: All kinds
14. Burnett Fireworks/73616 NLS	75	20 M	Manufactures Fireworks: All kinds
15. Vitale Fireworks/15367 LSA	25	5 M	Manufacturer of fireworks
16. Elkton Fireworks Co./21901 NLS	60	22 M	Manufactures Fireworks: All kinds

1. Which size standard is applicable?

Answer: \$3.5 million dollars

2. List the firms by number that meet the small business size standard.

Answer: 1, 3, 4, 6, 7, 10, and 12

3. List the firms by number that meet the small business size standard and are located in a labor surplus area.

Answer: 6

4. List other firms by number that are in a labor surplus area.

Answer: 2, 5, 8, 9, 11, and 15

5. List the firms by number you would eliminate that **cannot** design and present the fireworks.

Answer: 3, 4, 11, 12, 13, 14, 15, and 16

6. Should Pat set-aside this procurement? If yes, which set-aside program?

Yes, total small business set-aside

7. What is the basis for the decision?

Answer: Only display firms should be considered since it was determined previously that the fireworks used in the ceremony are incidental to the procurement. The principal purpose of the requirement is the design of the fireworks program. Therefore, consider only the following:



Atlas	NLS	Small
Extravaganza	LSA	Large Business
Bursting Light	NLS	Small
Creative Fireworks	NLS	Small
Show Stoppers	LSA	Large Business
Professional Display	LSA	Small
American Images	NLS	Small
Show of Shows	LSA	Large
Light Up the Night	NLS	Large
Industrial Light	NLS	Small

There are five known firms in a LSA (four large, one small) and the **preference is to set aside for small business before setting aside for LSA.**

TOPIC: SET-ASIDES AND 8(a) PROGRAM**Ref.** Chapter 7, Pg. 7-16 & 7-17**Objective:** When you complete this lesson, your students should be able to:

- Respond to SBA appeal
- Include set-asides in CBD and solicitation tasks.

Time: TBD**Method:** Lecture**LESSON PLAN**


Ref.	Steps In Presenting The Topic	Instructor Notes
 TR Page 7-16	<p>c. Show VG 7-4: Set-Asides. STEP 4 -Respond to SBA appeal</p> <p><u>Explain:</u> The SBA has a right to appeal any decision not to set-aside totally. If the SBA representative disagrees with the CO's decision not to set-aside a procurement, he/she may appeal to the head of the contracting activity and in turn to the agency head.</p>	
 TR Page 7-17	<p>d. Show VG 7-5: Set-Aside. STEP 5 - Include set-asides in CBD and solicitation tasks.</p> <p><u>Explain:</u> If you do set-aside a procurement, you must ensure that it is properly advertised as a set-aside in the Commerce Business Daily and include the appropriate set-aside provisions and clauses in the solicitation.</p>	




Ref.	Steps In Presenting The Topic	Instructor Notes
	<p data-bbox="378 296 1076 390">e. Summarize the first part of this lesson.</p> <p data-bbox="427 428 1076 543">Ask the students to turn to TR 7-18, Exhibit 7-4, steps in establishing set-asides. They are:</p> <p data-bbox="427 585 873 627">For an existing set-aside:</p> <ul data-bbox="427 627 1055 743" style="list-style-type: none"> • Determine if conditions are current • Select applicable provisions and clauses, and CBD note <p data-bbox="427 785 860 827">For first time set-asides:</p> <ul data-bbox="427 827 1055 1289" style="list-style-type: none"> • Determine appropriate SIC code and size standard • Identify the number and capabilities of firms eligible for set-asides. • Select set-aside that best meets Government's needs. • Make and justify non-set-aside decision, if any. • Respond to SBA appeal of non-set-aside decision, if any. • Select applicable provisions and clauses, and CBD notes. 	

TOPIC: SET-ASIDE AND 8(a) PROGRAMS**Ref.** Chapter 7, Pg. 7-19**Objective:** When you complete this introduction, your students should be able to:

- Explain the purpose of the 8(a) program.
- Define socially disadvantaged and economically disadvantaged individuals.

Time: TBD**Method:** Inquiry**LESSON PLAN**



Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>a. Present the setting: Up to this point, we have discussed required sources, open market, set-asides for small business and labor surplus area concerns, is there any other source we have not yet considered?</p> <p>Answer: Yes, 8(a).</p> <p>• Question: What is the purpose of the 8(a) program.</p> <p>Answer: The 8(a) program is designed to assist socially and economically disadvantaged individuals in obtaining a share of the federal procurement dollar.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<ul style="list-style-type: none"> • Question: "Individuals who have been subjected to racial or ethnic prejudice or cultural bias without regard to their qualities as individuals" is defined as? Answer: Socially disadvantaged. 	
	<ul style="list-style-type: none"> • Question: "Individuals whose ability to compete in the free enterprise system has been impaired due to diminished capital and credit opportunities" is defined as? Answer: Economically disadvantaged. 	
	<ul style="list-style-type: none"> • Question: Who does the Government contract with under the 8(a) program? Answer: The Government enters into contract with the SBA, and the SBA subcontracts the work to an eligible 8(a) firm. 	

TOPIC: SET-ASIDES AND 8(a) PROGRAM**Ref.** Chapter 7, Pg. 7-21 and 7-22**Objective:** When you complete this lesson, your students should be able to:

- Identify potential 8(a) sources of supply.
- Determine capability of 8(a) sources.
- Determine the type of set-aside.

Time: TBD**Method:** Inquiry**LESSON PLAN**

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>True or False: The 8(a) program is a type of total small business set-aside.</p> <p>Answer: True, sources considered for the 8(a) program must be small businesses.</p> <p> • Question: How do you locate eligible 8(a) sources?</p> <p>Answer: Through market research, acquisition histories, and the SBA because it has published directories containing profiles of 8(a) contractors.</p> <p> • Question: What method can you use to determine the capability of an 8(a) firm?</p> <p>Answer: Request the 8(a) firm to provide an oral presentation to technical and procurement personnel.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p><u>State:</u> The three types of 8(a) set-asides.</p> <p>Answer:</p> <ol style="list-style-type: none"> <u>1. 8(a) Competitive</u> At least two offerors from 8(a) firms; award will be at fair market price and contract price, including options will exceed \$5,000,000 for manufacturing SIC codes and \$3,000,000 for other acquisitions. <u>2. 8(a) Noncompetitive (Sole Source)</u> Exceeds 8(a) competitive threshold, the SBA may accept requirement for sole source 8(a) award if: <ul style="list-style-type: none"> (1) There are not two eligible and responsible 8(a) firms to compete--so only one source is known, or (2) There is an eligible & responsible 8(a) firm owned and controlled by an economically disadvantaged Indian tribe. <u>3. Small Disadvantaged Business (Competitive)</u> Applicable to DOD. Check agency regulations. <p>b. Summary of 8 (a) Procurements</p> <p><u>State:</u> This was just an overview of 8(a) procurements because an advanced course which will be developed in the near future will cover more detail on this subject.</p> <p><u>Ask</u> a student to name the steps in 8(a) procurements that were just covered.</p> <p>Answer:</p> <ol style="list-style-type: none"> 1. Identify potential 8(a) sources of supply. 2. Determine capability of potential 8(a) sources. 3. Determine the type of set-aside. 	

TOPIC: COMPETITION

Ref: Chapter 8, Pg. 8-3




Objective: When you complete this introduction, your students should be able to:





- Recognize the definitions of full and open competition, other than full and open competition, sole source acquisition, and justification and approval.
- Identify the individual responsible for promoting full and open competition.
- Identify the act passed by Congress and what it provides for.

Time: TBD

Method: Inquiry/Lecture

LESSON PLAN



Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>a. Present the setting: Competition is the opposite of what?</p> <p>Answer: Sole source.</p>	
	<ul style="list-style-type: none">• Question: Who is responsible for promoting full and open competition for all contract actions? <p>Answer: The CO.</p>	
	<ul style="list-style-type: none">• Question: How would you describe full and open competition? <p>Answer: Full and open competition means that all responsible sources are permitted to compete for Government contracts. Competition allows all qualified contractors an equal opportunity to win a contract.</p>	
	<ul style="list-style-type: none">• Question: What is the formal name for restricting competition or contracting without providing for full and open competition? <p>Answer: Other than full and open competition.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<ul style="list-style-type: none"> • Question: What act did Congress pass in 1984 and what does it provide for? <p>Answer: The Competition in Contracting Act was passed in 1984 and it provides for full and open competition and imposes restrictions on other than full and open competition awards.</p>	
	<ul style="list-style-type: none"> • Question: What do you call the document that contains the circumstances, rationale, and authority for using other than full and open competition and approval is made by an appropriate official? <p>Answer: Justification and approval.</p>	
	<ul style="list-style-type: none"> • Question: How would you describe a sole source acquisition? <p>Answer: A contract action that is entered into or proposed to be entered into by an agency after soliciting and negotiating with only one source.</p>	
TR  TR 8-4	b. Direct students to Flowchart of Steps in Determining the Extent of Competition.	

TOPIC: COMPETITION**Ref:** Chapter 8, Pgs. 8-5 thru 8-11**Objective:** When you finish this lesson, your students should be able to:

- Determine if other than full and open competition is justified.

Time: TBD**Method:** Lecture/Case Study**LESSON PLAN**



Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>a. Show VG 8-1: Competition.</p> <p>STEP 1 - Determine if other than full and open competition is justified.</p>	
	<ul style="list-style-type: none"> • Question: What are the seven statutory exceptions to other than full and open competition? <p>Answer:</p> <ol style="list-style-type: none"> 1. Only one responsible source 2. Unusual and compelling urgency 3. Industrial mobilization 4. International agreement 5. Authorized or required by statute 6. National security 7. Public interest 	<p>Find a group who can name all 7 exceptions before moving on to the next group. The answer is only worth <u>one</u> point.</p>

Ref.	Steps In Presenting The Topic	Instructor Notes
TR 8-7	<p>Let's discuss each exception.</p> <p>Only one source may be authorized when the supplies or services required by the agency are available from only one responsible source, or for DOD, NASA, and the Coast Guard from only one or a limited number of responsible sources, and no other type of supplies or services will satisfy agency requirements.</p> <p>Some situations that may apply to this authorization are:</p> <ul style="list-style-type: none"> • Unsolicited research proposal • Follow-on contracts for specialized major system • Unique supplies/services and/or supplier(s) • Limited data rights, patents, etc. • Utilities • Supplies are established as standard • Brand name descriptions (brand name only) even when dealers and manufacturer can submit offers. 	
TR 8-8	<p>Unusual and compelling urgency may be authorized when the agency's need for the supplies or services is of such urgency that the Government would be seriously injured unless the agency is permitted to limit the number of sources from which it solicits proposals. This authority cannot be used for such reasons as lack of advance planning or expiring funds.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
TR 8-8	<p>Industrial Mobilization decisions are made above the level of the CO and the RA and may be authorized when it is necessary to:</p> <ol style="list-style-type: none"> 1. Establish or maintain an essential capability for theoretical analyses, exploratory studies, or experiments in any field or science or technology; 2. Establish or maintain essential capability for engineering or developmental work calling for the practical application of investigative findings and theories of a scientific nature; or 3. Contract for supplies or services as are necessary incident to paragraphs above: <p>Situations that may apply to this authorization are:</p> <ul style="list-style-type: none"> • Strategic Defense Initiative • Solar energy • Agency specific procurements <p>The goal of this authority is to assure a continuous and secure stream of production for mobilization purposes--not to maximize competition.</p>	
TR 8-10	<p>International Agreement may be authorized when:</p> <ol style="list-style-type: none"> 1. An acquisition is to be reimbursed by a foreign country that requires that the product be obtained from a particular firm as specified in official written direction such as a Letter of Offer and Acceptance; or 	

Ref.	Steps In Presenting The Topic	Instructor Notes
TR 8-10	<p>2. When an acquisition is for services to be performed, or supplies to be used, in a foreign country and the terms of a treaty or agreement specify or limit the sources to be solicited.</p> <p>The written direction alone takes precedence over FAOC and is; therefore; sufficient justification for restricting competition under this authority.</p> <p>Authorized or Required by Statute may be authorized when:</p> <ol style="list-style-type: none"> 1. Statute expressly authorizes or requires that the acquisition be made through another agency or from a specified source; or 2. Agency's need is for a brand name commercial item for authorized resale. 	
TR 8-11	<p>National security authority may be used when it can be demonstrated that: disclosure of the agency's need would compromise the national security unless the agency is permitted to limit the number of sources.</p> <p>Situations that may apply are:</p> <ul style="list-style-type: none"> • Covert operations • Research and development • Weapon systems <p>and last but not least</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
TR 8-12	<p data-bbox="380 289 1003 688">Public Interest may be authorized if competition will be limited and none of the other six authorities apply. This authority may be appropriate when: the agency head determines that is it necessary in the public interest to use other than full and open competition in the procurement concerned. Use of this authority requires notification to Congress 30 days before award.</p> <p data-bbox="380 730 1003 804">Address this statement to the next group.</p> <p data-bbox="380 846 1003 919">State: Generally, the two most frequently used exceptions are:</p> <p data-bbox="380 951 1003 1014">Answer: Only one responsible source and unusual and compelling urgency.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
 CE  CE 8-3	<p>b. Assign Case Study 8-1 on CE 8-3: "I Only Have Suits for You"</p> <p>Students should complete individually.</p> <p><u>Ask</u> students to turn to Case Study 8-1, CE 8-3.</p> <p>They are to read the scenario and provide justification for their decision and state why they didn't select the other exceptions.</p> <p>Facilitate a brief discussion and allow students to defend their decision.</p> <p><u>Ask</u> one group to provide their solution. <u>Ask</u> if any group has a different answer.</p> <p><u>Give</u> school solution .</p> <p><u>Allow</u> 20 minutes for this case study.</p>	

NOTE TO INSTRUCTOR: THIS PAGE IS SAME AS STUDENTS
SCHOOL SOLUTION FOLLOWS THE CASE STUDY

CASE STUDY 8-1
"I Only Have Suits for You"

Neville Wright received a requirement on August 15, 1990 to purchase chemical protective suits for the Marines to be dispatched to Saudi Arabia in support of Operation Desert Shield.

The PR was fully funded with current year funds at \$500 each suit for a total quantity of 58,000 suits or \$2.9 million.

The suits in the U.S. inventory are obsolete and will not work effectively with the type of chemicals anticipated during this conflict.

The PR recommended the British Defense Ministry be contacted since the British Government has licensed the technology for protective chemical suits to certain British companies.

Neville contacted the British Defense Ministry and learned that 5,000 suits are immediately available through one company, Dodd & Dodd, Inc.. Dodd & Dodd is the only British firm that has an established current production line for these suits.

Neville received a copy of the DLA Industrial Preparedness Planning Program List which identified a manufacturer that has developed a prototype of the chemical protective suit which has not yet been tested nor has a current production line for the item.

Neville's supervisor directed him to proceed with the procurement on an "other than full and open competition" basis.

Neville ruled out exceptions for Industrial Mobilization and Authorized or Required by Statute.

YOUR JOB IS TO: Help Neville identify the correct exception.

- a. Select one exception and provide justification for its use.
- b. Give the reason why you did not select the other exceptions.
- c. Be prepared to defend your decision in the class discussion.

Provide your answers on the following page.

d. DO NOT MAKE ANY ASSUMPTIONS!

Case Study 8-1

<u>ONLY ONE RESPONSIBLE SOURCE</u>
<u>UNUSUAL AND COMPELLING URGENCY</u>
<u>INTERNATIONAL AGREEMENT</u>
<u>NATIONAL SECURITY</u>
<u>PUBLIC INTEREST</u>

SUGGESTED SOLUTION TO CASE STUDY 8-1
MUST READ BEFORE DISCUSSING SOLUTION
WITH STUDENTS

Remember: Neville ruled out exceptions for Industrial Mobilization and Authorized or Required by Statute.

TOSS UP BETWEEN 1 AND 2:

1. ONLY ONE RESPONSIBLE SOURCE:

There is more than one source capable of filling the requirement. This exception could be appropriate however, the requirement would have to be synopsisized and time doesn't permit a synopsis and evaluation of proposals **LISTEN TO STUDENTS' ARGUMENT FOR THIS ONE!**

2. UNUSUAL AND COMPELLING URGENCY:

A justification for urgency to the company that has the 5,000 suits in inventory and is already prepared to produce more could be used. The justification would be based on:

- the risk of harm to the U.S. Government due to injury or loss of life of the Marines and
- only one firm that is able to produce immediately.

LISTEN TO STUDENTS' ARGUMENT FOR THIS ONE!

3. INTERNATIONAL AGREEMENT:

The British Government has not made a written agreement nor a treaty with the U.S. Government requiring the U.S. to buy suits from only one source or specified sources.

4. NATIONAL SECURITY:

This requirement does not state that this is a "top secret" procurement or that the Government would compromise security requirements. This requirement doesn't mention classified data. This exception is not appropriate for the requirement.

5. PUBLIC INTEREST:

This authority could be used since it **is** in the public interest to obtain these suits through other than full and open competition. This requirement, however, does not warrant preparation of a D&F for the agency head's approval nor notification to Congress. This exception is **not** appropriate. The lessor of the two evils is urgency.

TOPIC: COMPETITION

Ref: Chapter 8, Pgs. 8-11 thru 8-12



Objective: When you complete this lesson, your students should be able to:




- Determine whether to exclude sources.

Time: TBD

Method: Lecture/Inquiry/Case Study

LESSON PLAN

Ref.	Steps In Presenting The Topic	Instructor Notes
 TR 8-13	<p>a. Show VG 8-2: Competition STEP 2 - Determine whether to exclude sources.</p> <p><u>State:</u> The three groups of procurements in this section are:</p> <p>Answer:</p> <ol style="list-style-type: none"> 1. Alternative sources 2. Set-asides for small business and labor surplus area concerns, and 3. 8(a) competition <p>• Question: Why would you exclude a source from a procurement?</p> <p>Answer: To increase or maintain competition to achieve lower prices; be in the interest of national defense for emergency or industrial mobilization; be in the interest of national defense to maintain educational/nonprofit research & development capability.</p>	
		

Ref.	Steps In Presenting The Topic	Instructor Notes
  CE  CE 8-7	<p>Question: After excluding sources, will you use full and open competition or other than FAOC procedures?</p> <p>Answer: Use full and open competition after exclusion of sources.</p> <p>b. Assign Case Study 8-2 on CE 8-7 "Let's Make a Deal"</p> <p>Do not reveal that this is a case study on full and open competition after the exclusion of sources.</p> <p>Ask the students to turn to Case Study 8-2</p> <p>The students are to read the letter and the D&F and answer questions.</p> <p>Students are to complete individually.</p> <p>Allow 10 minutes to complete the case study.</p> <p>Select students at random to answer the questions.</p>	

NOTE TO INSTRUCTOR: THIS PAGE IS SAME AS STUDENTS
SCHOOL SOLUTION FOLLOWS THE CASE STUDY

CASE STUDY 8-2
"Let's Make a Deal"

Scenario: Neville Wright began processing a procurement for rayon yarn for the space shuttle when he came across this letter and attached document:

DIRECTIONS: Read the letter carefully.

National Aeronautics and Space Division
Ross Space Flight Center
Orlando, FL 30445
January 30, 1992

Eagle Industries
7245 Battlefield Blvd.
Memphis, TN 26488

Gentlemen:

In the near future this activity will be releasing a solicitation for the procurement of rayon yarn that is crucial to the space shuttle and some military weapons. At the present time, Eagle Industries is the sole qualified producer of this yarn.

In accordance with the Federal Acquisition Regulation, paragraph 6.202, we have determined that it is in the interest of national defense to exclude your firm from responding to this solicitation. By this action, we hope to qualify a second source and thereby increase the manufacturing base available to furnish this product to the government in case of national emergency or industrial mobilization.

We look forward to your participation in future solicitations for this yarn.

Sincerely,

Lynn Barker

Lynn Barker
Contracting Officer

National Aeronautics and Space Division
Ross Space Flight Center
Orlando, FL 30445

DETERMINATION AND FINDINGS

Upon the basis of the following findings and determination which I hereby make as agency head pursuant to 10 U.S.C. 2304(b)(1)(B), the proposed contract action described below may be awarded using full and open competition after exclusion of Eagle Industries.

FINDINGS

1. It is proposed that National Aeronautics and Space Division, Orlando, FL acquire, by negotiation 824,000 lbs. of rayon yarn to be used to coat the solid rocket booster nozzles for the space shuttle. The total estimated cost is \$19 million.
2. The aforementioned source is the source which can be expected to receive an award for the above requirement.
3. It is necessary to establish or maintain an alternative source or sources through the use of full and open competition after exclusion of the aforementioned source. Delay in qualifying a second source will result in the limited production of 300 lbs. of rayon yarn per month from the current source. The requirement for the production is 800 lbs. per month, a level beyond the capability of a single supplier. At the present time, NASD is filling 1987 requirements and anticipates increased requirements during FY 92 as the supply of the yarn is diminishing. Production lead time for a second source is 190 days; therefore, it is imperative that increased production capability be sought.
4. The exclusion of the aforementioned source will be in the interest of national defense to have a supplier available for furnishing the above supply to ensure an uninterrupted supply of the material for long term needs and in case of national emergency or industrial mobilization.

DETERMINATION

It is in the interest of national defense to exclude a source from the proposed contract action in order to have suppliers available for furnishing the above supply in case of a national emergency or industrial mobilization.

Frederick A. Allen

Agency Head

CASE STUDY 8-2
"Let's Make a Deal"

DIRECTIONS: Answer the questions in the space provided.

Question 1: What is the intent of this letter?

Question 2: What type of competitive or noncompetitive procedures will be used to fulfill this requirement?




Question 3: Do you think this procedure is fair?

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p data-bbox="334 285 691 331">Question No. 1:</p> <p data-bbox="381 338 831 369">What is the intent of this letter?</p> <p data-bbox="381 417 1029 646">Answer: This letter notifies Eagle Industries that the Government is excluding them from participation in a procurement for which they have previously been an only source with the hope of qualifying a second source.in order to increase the manufacturing base in case of national emergency or industrial mobilization. By qualifying a second source, the Government seeks to increase competition which will likely result in reduced overall costs.</p> <p data-bbox="334 684 691 730">Question No. 2:</p> <p data-bbox="381 737 1016 852">What type of competitive or noncompetitive procedures will be used to fulfill this requirement.</p> <p data-bbox="381 898 1016 951">Answer: Full and open competition after the exclusion of sources.</p> <p data-bbox="334 999 691 1045">Question No. 3:</p> <p data-bbox="381 1052 1029 1083">Do you think it's fair to exclude this source?</p> <p data-bbox="381 1129 1008 1182">Answer: Yes, because the purpose is to promote full and open competition, which generally results in lower prices.</p>	

TOPIC: COMPETITION**Ref:** Chapter 8, Pgs. 8-14 & 8-15**Objective:** When you complete this lesson, your students should be able to:

- Determine whether a J&A or D&F is required.

Time: TBD**Method:** Inquiry/Lecture**LESSON PLAN**

Ref.	Steps In Presenting The Topic	Instructor Notes
  	<p>a. Show VG 8-3: Competition Step 3 - Determine whether a J&A or D&F is required.</p> <ul style="list-style-type: none"> • Question: Is this the definition of a D&F or a J&A? <p>A special form of written approval by an authorized official that is required by statute or regulation as a prerequisite to taking certain contracting actions.</p> <p>Answer: A D&F.</p> <p>State: Here's the scenario: You have many requirements for the same or related supplies for which a J&A is required.</p> <ul style="list-style-type: none"> • Question: What type of J&A should be used? <p>Answer: A classs J&A.</p> <p>Let's take a look at pg. 8-15, Exhibit 8-2 to determine when to use a D&F, J&A or both.</p>	
TR 8-15		

TOPIC: COMPETITION

Ref: Chapter 8, Pgs 8-16 through 8-20



Objective: When you complete this lesson, your students should be able to:



- Prepare the J&A for other than full and open competition and obtain approvals.

Time: TBD

Method: Lecture/Inquiry/Case study

LESSON PLAN

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>a. Show VG 8-4:</p> <p>Competition</p> <p>STEP 4 - Prepare J&A for other than FAOC and obtain approvals.</p> <p>State: The contract specialist or the requiring activity will be responsible for preparing the J&A. Follow your agency procedures. Nevertheless, the contract must ensure that justifications contain all the required information even if the J&A has been prepared by another office.</p>	
	<ul style="list-style-type: none"> • Question: Who certifies the completeness and accuracy of the justification? 	
TR 8-20	<p>Answer: The contracting officer.</p> <p>State: The approval level is determined by the circumstance and dollar value (including the cost of any options). Turn to pg. 8-20, Exhibit 8-4 so that we can look at the various levels & dollar values.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
TR 8-17	<p>Take a look at the format for J&As on pg. 8-17.</p> <p>State: Let's do a case study.</p>	
	<p>b. ASSIGN CASE STUDY 8-3 on CE 8-3 to 8-22</p> <p>"A Justifying Lesson"</p>	
<p>CE</p>  <p>Pg 8-13 to 8-22</p>	<p>Pat Rivers received a memo with a copy of a J&A attached from Gene Poole. Gene tells Pat that the J&A was used in the previous procurement for the same requirement and that the information is still current.</p> <p>Pat updates the J&A, has her CO sign it, and sends it to the competition advocate for approval.</p> <p>The students will critique the current J&A to determine its sufficiency.</p> <p>Students should complete this assignment <u>individually</u>.</p> <p><u>Ask</u> the students to turn to Case Study 8-3 and read the memo from Gene and the J&A used in a previous requirement for the X-ray Fluoroscopic Systems.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p><u>Announce</u> to class that Pat prepared the second justification using the identical information from the previous justification. Her CO signed it and it was sent to the competition advocate for approval.</p> <p><u>Tell</u> them to critique the current justification to determine its sufficiency for the acquisition.</p> <p><u>Have</u> students answer the questions that follow the justification.</p> <p><u>Allow</u> 15 minutes for this exercise.</p> <p><u>Ask</u> one group to provide their answer and ask if any other group has a different answer.</p> <p><u>Give</u> school solution.</p>	

**NOTE TO INSTRUCTOR: THIS PAGE IS THE SAME AS STUDENTS
SOLUTION TO CASE STUDY FOLLOWS THE QUESTIONS**

CASE STUDY 8-3
"A Justifying Lesson"

Scenario: Pat Rivers received the sole source package for the previous procurement for the X-ray equipment from Gene Poole. Pat prepared her justification using the same information. Both Gene Poole, Program Manager and Bobbie Tyler, Technical Specialist signed Pat's justification.

Directions: Read the memo and attached justification from Gene Poole. Acting as the contracting officer, critique the justification prepared by Pat Rivers by answering the questions on pg. CE 8-19. The TR may be used when preparing your answers.

MEMORANDUM

From: Gene Poole

To: Pat Rivers

Subj: J&A for X-Ray Fluoroscopic Systems

Attached is a copy of the J&A that was used by one of the regional offices for the previous procurement for this requirement. All of the information applies to the current procurement. Make minor changes where appropriate.

Don't hesitate to call if I can be of further assistance.

Previous J&A

**JUSTIFICATION AND APPROVAL
FOR OTHER THAN FULL AND OPEN COMPETITION
(SOLE SOURCE)**

1. **AGENCY AND CONTRACTING ACTIVITY:** This acquisition is being made for the Forest Hill Federal Management Office, Denver, Colorado, Office of Parks & Recreation by the Contracting Department, Federal Department of Administrative Services.
2. **DESCRIPTION OF ACTION:** The action to be approved is for the acquisition of Quality Detection Systems, Inc. X-ray fluoroscopic systems to be utilized in the National Museum of Native American History.
3. **DESCRIPTION OF SUPPLIES/SERVICES:** The supplies required are two (2) Quality Detection Systems, Inc., X-Ray fluoroscopic systems, model number 58367, for the National Museum of Native American History. The system consists of an adjustable X-ray beam collimator, indicator lights and meters, and built-in thermal overload protection. The system has a unique continuous output X-ray beam rated at 80kV peak at 3mA; able to be reliably used in screen fluoroscopy with conventional or Polaroid X-ray film. The Government's estimated cost is \$50,000.
4. **AUTHORITY CITED:** This acquisition is being performed pursuant to 41 U.S.C. 253(c)(1) as implemented by Federal Acquisition Regulation 6.302-1 since the required supplies are available from only one responsible source and no other type of supplies will satisfy agency requirements.
5. **REASON FOR AUTHORITY CITED:** The above specified supplies are required to insure proper operation, and to provide the necessary reliability in securing the National Museum of Native American History and its contents, as well as for the safety of the staff and visitors. Quality Detection Systems, Inc. is the only known source that carries the continuous output X-ray beam. Without the use of this equipment, ample security of the Museum and others would be at risk.
6. **EFFORTS TO OBTAIN COMPETITION:** The requiring activity indicated that research had been conducted to provide alternate sources. Other sources have not been identified. Quality Detection Systems manufactures all the parts in the system.

7. **FAIR AND REASONABLE DETERMINATION:** It is the Contracting Officer's determination that the anticipated cost to the Government will be fair and reasonable based on the market value of the complete unit and previous procurements for similar systems.

8. **INTERESTED SOURCES:** Specifications for competitive procurement of these items are not available and cannot reasonably be made available to assure that the parts from another manufacturer would have the required functions. This X-ray fluoroscopic system is proprietary to Quality Detection Systems, which is the only source capable of assuring safe dependable and effective operation of equipment.

9. **ACTIONS TO INCREASE COMPETITION:** Other major manufacturers are not expected to produce an acceptable continuous output X-ray beam for the Quality Detection Systems' X-ray fluoroscopic system.

10. **CONTRACTING OFFICER'S CERTIFICATION:**

I certify that the facts and representations under my cognizance which are included in this justification are accurate and complete to the best of my knowledge and belief."

NAME Ann Patterson DATE January 8, 1990

TITLE Contracting Officer SIGNATURE Ann Patterson

11. **TECHNICAL CERTIFICATION:**

I certify that the supporting data under my cognizance which are included in the justification are accurate and complete to the best of my knowledge and belief.

NAME Paul Lucas DATE January 3, 1990

TITLE Technical Specialist SIGNATURE Paul Lucas

12. **REQUIREMENTS CERTIFICATION:**

I certify that the supporting data under my cognizance which are included in the justification are accurate and complete to the best of my knowledge and belief.

NAME Diane Hall DATE January 3, 1990

TITLE Program Manager SIGNATURE Diane Hall

13. **APPROVAL:**

NAME Ann Patterson DATE January 8, 1990

TITLE SIGNATURE Contracting Officer Signature Ann Patterson

Directions: Critique the **proposed** justification and answer the questions that follow.

**JUSTIFICATION AND APPROVAL
FOR OTHER THAN FULL AND OPEN COMPETITION
(SOLE SOURCE)**

1. **AGENCY AND CONTRACTING ACTIVITY:** This acquisition is being made for the Forest Hill Federal Management Office, Headquarters, Office of Parks & Recreation by the Contracting Department, Federal Department of Administrative Services.
2. **DESCRIPTION OF ACTION:** The action to be approved is for the acquisition of Quality Detection Systems, Inc. X-ray fluoroscopic systems to be utilized in the Desert Storm Museum.
3. **DESCRIPTION OF SUPPLIES/SERVICES:** The supplies required are four (4) Quality Detection Systems, Inc., X-Ray fluoroscopic systems, model number 58367, for the Desert Storm Museum. The system consists of an adjustable X-ray beam collimator, indicator lights and meters, and built-in thermal overload protection. The system has a unique continuous output X-ray beam rated at 80kV peak at 3mA; able to be reliably used in screen fluoroscopy with conventional or Polaroid X-ray film. The Government's estimated cost is \$104,000.
4. **AUTHORITY CITED:** This acquisition is being performed pursuant to 41 U.S.C. 253(c)(1) as implemented by Federal Acquisition Regulation 6.302-1 since the required supplies are available from only one responsible source and no other type of supplies will satisfy agency requirements.
5. **REASON FOR AUTHORITY CITED:** The above specified supplies are required to insure proper operation, and to provide the necessary reliability in securing the Desert Storm Museum and its contents, as well as for the safety of the staff and visitors. Quality Detection Systems, Inc. is the only known source that carries the continuous output X-ray beam. Without the use of this equipment, ample security of the Museum and others would be at risk.
6. **EFFORTS TO OBTAIN COMPETITION:** The requiring activity indicated that research had been conducted to provide alternate sources. Other sources have not been identified. Quality Detection Systems manufactures all the parts in the system.
7. **FAIR AND REASONABLE DETERMINATION :** It is the Contracting Officer's determination that the anticipated cost to the Government will be fair and reasonable based on the market value of the complete unit and previous procurements for similar systems.
8. **INTERESTED SOURCES:** Specifications for competitive procurement of these items are not available and cannot reasonably be made available to assure that the parts from another manufacturer would have the required functions. This X-ray fluoroscopic system is proprietary to Quality Detection Systems, which is the only source capable of assuring safe dependable and effective operation of equipment.
9. **ACTIONS TO INCREASE COMPETITION:** Other major manufacturers are not expected to produce an acceptable continuous output X-ray beam for the Quality Detection Systems' X-ray fluoroscopic system.

10. CONTRACTING OFFICER'S CERTIFICATION:

I certify that the facts and representations under my cognizance which are included in this justification are accurate and complete to the best of my knowledge and belief."

NAME Sydney Ross DATE October 29, 1991

TITLE Contracting Officer SIGNATURE Sydney Ross

11. TECHNICAL CERTIFICATION:

I certify that the supporting data under my cognizance which are included in the justification are accurate and complete to the best of my knowledge and belief.

NAME Bobbie Tyler DATE October 27, 1991

TITLE Technical Specialist SIGNATURE Bobbie Tyler

12. REQUIREMENTS CERTIFICATION:

I certify that the supporting data under my cognizance which are included in the justification are accurate and complete to the best of my knowledge and belief.

NAME Gene Poole DATE October 27, 1991

TITLE Program Manager SIGNATURE Gene Poole

13. APPROVAL:

NAME_____DATE_____

TITLE_____SIGNATURE_____

Directions: Answer the questions in the space provided.

CASE STUDY 8-3
"A Justifying Lesson"



QUESTION 1. Identify the areas by number Pat changed for the current justification.

QUESTION 2. What is the title of the approving official for the previous J&A and why?

QUESTION 3. What is the title of the approving official for the current justification?

QUESTION 4. Is the authority cited appropriate for the procurement?

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p align="center"><u>SOLUTION TO CASE STUDY 8-3</u></p> <p align="center"><u>QUESTIONS</u></p> <p align="center">"A Justifying Lesson"</p> <p>QUESTION No. 1</p> <p>Identify the areas Pat changed for the current justification.</p> <p>Answer: 1, 2, 3, 5, 10-13</p> <p>QUESTION No. 2</p> <p>Who is the approving official for the previous J&A and why?</p> <p>Answer: The contracting officer approved the previous justification because the dollar value was \$50,000.</p> <p>QUESTION No. 3</p> <p>What is the title of the approving official for the current justification?</p> <p>Answer: Competition Advocate</p> <p>QUESTION No. 4</p> <p>Is the authority cited appropriate for the procurement?</p> <p>Answer: Yes, only one responsible source appears to be the only authority applicable to the procurement.</p>	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>c. ASSIGN ROLEPLAY Roleplay: J&A for X-Ray Fluoroscopic Systems</p> <p>This roleplay will be performed by Pat Rivers and the Competition Advocate, Dion Dooright. Ask for a volunteer or select a student to roleplay as Dion. Same instructions for roleplays apply.</p> <p>Follow up the roleplay with a short discussion.</p> <p>Ask the class the question below and allow for discussion:</p>	
	<ul style="list-style-type: none"> • Question: If you were the competition advocate, would you approve the justification? <p>DO NOT PROVIDE AN ANSWER- let students answer. School solution: NO!</p>	<p>Collect the scripts from the roleplayers after the roleplay.</p>

ROLEPLAY
J&A for X-Ray Fluoroscopic Systems
 Contract Specialist's Copy of Script

Set the stage:

The competition advocate, Dion Dooright, called Pat to her/his office to discuss one of her/his requirements.

Speaker	Script
Competition Advocate	Hi Pat, have a seat.
Contract Specialist	Hello Dion.
Competition Advocate	Pat, I have a problem with this justification for the X-Ray Fluoroscopic systems.
Contract Specialist	What's the problem?
Competition Advocate	This justification makes no mention of efforts to obtain competition, market survey results, and interested sources. It's incomplete and furthermore. . .
Contract Specialist [BE ABRUPT]	Excuse me. But I have a copy of an identical justification that was used in a previous procurement that was approved.
Competition Advocate	Is my signature on it?
Contract Specialist	No, but it was still approved.
Competition Advocate	What's the dollar value?
Contract Specialist	\$50,000.

Competition Advocate	That explains it--I wasn't the approving official! I don't know why a CO would approve a justification for a commercial product that's on schedule.
Contract Specialist	What do you mean, on schedule?
Competition Advocate	This X-ray fluoroscopic equipment is offered on GSA schedule 662M so there's no need for any justification. Even if it weren't on schedule, a justification that doesn't contain the necessary elements should not have been approved.
Contract Specialist	Gene Poole, the RA, told me that I could use the identical information in the previous justification for this requirement and that there would be no problem.
Competition Advocate [speak sarcastically]	Since when does an RA perform contract specialist's duties? Haven't you learned that you can't depend on an RA to do your work? How long have you been a contract specialist anyway? You'd better wake up and smell the coffee!!
Contract Specialist	Gene made me go through all of this to find out this x-ray equipment is on schedule. I thought he knew what he was doing. You're right, Dion, I've been too trusting, but not any more. Thanks for your trouble.
Competition Advocate	No problem, that's why I'm here--to catch these so-called sole source actions before they slip through the system. By the way, send me a copy of that previous justification.
Contract Specialist	Gosh! Not only did I get myself in hot water, but I got a CO in trouble too!

Competititon Advocate	I'll take care of the CO. You take care of Gene. I'm just glad I'm able to put a stop to this justification once and for all. I'll talk to you later, Pat.
Contract Specialist	
[WALK OUT]	

ROLEPLAY
J&A for X-Ray Fluoroscopic Systems
 Competition Advocate's Copy of Script

Set the stage:

The competition advocate, Dion Dooright, called Pat to her/his office to discuss one of her/his requirements.

Speaker	Script
Competition Advocate	Hi Pat, have a seat.
Contract Specialist	Hello Dion.
Competition Advocate	Pat, I have a problem with this justification for the X-Ray Fluoroscopic systems.
Contract Specialist	What's the problem?
Competition Advocate	This justification makes no mention of efforts to obtain competition, market survey results, and interested sources. It's incomplete and furthermore. .
Contract Specialist [BE ABRUPT]	Excuse me. I have a copy of an identical justification that was used in a previous procurement that was approved.
Competition Advocate	Is my signature on it?
Contract Specialist	No, but it was still approved.
Competition Advocate	What's the dollar value?
Contract Specialist	\$50,000.

Competition Advocate	That explains it--I wasn't the approving official! I don't know why a CO would approve a justification for a commercial product that's on schedule.
Contract Specialist	What do you mean, on schedule?
Competition Advocate	This X-ray fluoroscopic equipment is offered on GSA schedule 662M so there's no need for any justification. Even if it weren't on schedule, a justification that doesn't contain the necessary elements should not have been approved.
Contract Specialist	Gene Poole, the RA, told me that I could use the identical information in the previous justification for this requirement and that there would be no problem.
Competition Advocate [speak sarcastically]	Since when does an RA perform contract specialist's duties? Haven't you learned that you can't depend on an RA to do your work? How long have you been a contract specialist anyway? You'd better wake up and smell the coffee!!
Contract Specialist	Gene made me go through all of this to find out this x-ray equipment is on schedule. I thought he knew what he was doing. You right, Dion, I've been too trusting, but not any more. Thanks for your trouble.
Competition Advocate	No problem, that's why I'm here--to catch these so-called sole source actions before they slip through the system. By the way, send me a copy of that previous justification.
Contract Specialist	Gosh! Not only did I get myself in hot water, but I got a CO in trouble too!

Competition Advocate	I'll take care of the CO. You take care of Gene. I'm just glad I'm able to put a stop to this justification once and for all. I'll talk to you later, Pat.
Contract Specialist	
[WALK OUT]	

ROLEPLAY
J&A for X-Ray Fluoroscopic Systems
 Instructor's Copy of Script





Set the stage:

The competition advocate, Dion Dooright, called Pat to her/his office to discuss one of her/his requirements.

Speaker	Script
Competition Advocate	Hi Pat, have a seat.
Contract Specialist	Hello Dion.
Competition Advocate	Pat, I have a problem with this justification for the X-Ray Fluoroscopic systems.
Contract Specialist	What's the problem?
Competition Advocate	This justification makes no mention of efforts to obtain competition, market survey results, and interested sources. It's incomplete and furthermore. . .
Contract Specialist [BE ABRUPT]	Excuse me. I have a copy of an identical justification that was used in a previous procurement that was approved.
Competition Advocate	Is my signature on it?
Contract Specialist	No, but it was still approved.
Competition Advocate	What's the dollar value?
Contract Specialist	\$50,000.

Competition Advocate	That explains it--I wasn't the approving official! I don't know why a CO would approve a justification for a commercial product that's on schedule.
Contract Specialist	What do you mean, on schedule?
Competition Advocate	This X-ray fluoroscopic equipment is offered on GSA schedule 662M so there's no need for any justification. Even if it weren't on schedule, a justification that doesn't contain the necessary elements should not have been approved.
Contract Specialist	Gene Poole, the RA, told me that I could use the identical information in the previous justification for this requirement and that there would be no problems.
Competition Advocate [speak sarcastically]	Since when does an RA perform contract specialist's duties? Haven't you learned that you can't depend on an RA to do your work? How long have you been a contract specialist anyway? You'd better wake up and smell the coffee!!
Contract Specialist	Gene made me go through all of this to find out this x-ray equipment is on schedule. I thought he knew what he was doing. You're right Dion, I've been too trusting, but not any more. Thanks for your trouble.
Competition Advocate	No problem, that's why I'm here--to catch these so-called sole source actions before they slip through the system. By the way, send me a copy of that previous justification.
Contract Specialist	Gosh! Not only did I get myself in hot water, but I got a CO in trouble too!

Competition Advocate	I'll take care of the CO. You take care of Gene. I'm just glad I'm able to put a stop to this justification once and for all. I'll talk to you later, Pat.
ß	
Contract Specialist	
[WALK OUT]	

Ref.	Steps In Presenting The Topic	Instructor Notes
 TR  PAGE 8-15 & 16  	<p data-bbox="332 289 836 342">d. Roleplay Summary</p> <p data-bbox="378 380 979 457"><u>Ask</u> the following questions to stimulate discussion then go to next roleplay.</p> <ul style="list-style-type: none"> <li data-bbox="332 499 930 625"> <p>Question: What elements were missing from the justification?</p> <p data-bbox="378 667 1019 730">Answer: Efforts to obtain competition, market survey and results, and actions to increase competition.</p> <p data-bbox="332 766 889 861">e. Direct students to the Format for J&As.</p> <ul style="list-style-type: none"> <li data-bbox="332 913 958 1039"> <p>Question: What would you do next if you were in Pat's situation?</p> <p data-bbox="378 1087 1006 1150">Suggested Answer: Inform Gene that the equipment is on GSA schedule.</p> <p data-bbox="332 1171 922 1318">f. ASSIGN ROLEPLAY Roleplay: "Unnecessarily Delayed"</p> <p data-bbox="378 1375 1003 1491">This roleplay will be performed by Pat and Gene. Same instructions for roleplays apply.</p> <p data-bbox="378 1533 893 1606">Follow up the roleplay with a short discussion.</p>	<p data-bbox="1047 703 1396 1060">Praise the students. and remind them to make sure all elements of a justifications are addressed in the justifications they may receive.</p> <p data-bbox="1047 1375 1380 1533">Collect the scripts from the roleplayers after the roleplay.</p>

ROLEPLAY
X-Ray Fluoroscopic Systems on GSA Schedule
Contract Specialist's Copy of Script

Set the stage:

Pat contacts Gene by telephone to inform him that the J&A is not necessary.

Speaker	Script
Contract Specialist	Hello Gene, this is Pat.
RA	What can I do for you Pat?
Contract Specialist	You know that justification you told me I would have no problem getting approved?
RA	Yeah, that should have breezed right through.
Contract Specialist	Well let me tell you how it breezed right back in my face and out the window.
RA	What are you talking about?
Contract Specialist	The competition advocate called me to his/her office to tell me that the justification was incomplete and that I didn't need it anyway because the equipment is on a GSA schedule.
RA	What! How could that be when I have an approved justification for that equipment??
Contract Specialist	Apparently, no one bothered to check the required sources or conduct any market research. Plus, I got chewed out because I assumed my justification would be approved since the last one was approved. I wish I had done my homework. I'm just miserable.

RA	Don't be so hard on yourself--these things happen. You were safe to assume your justification would be approved since the last one was approved. I have to accept part of the blame. Live and learn.
Contract Specialist	Learning never ends--especially in contracting. From now on when I receive a requirement that restricts competition, I'll make sure all elements are covered in the justification.
RA	Well, I'm glad to know this equipment is on schedule. This will be a piece of cake now.
Contract Specialist	I just wish I had discovered it. This has been EXCEDRIN headache number 500 and I still have a ways to go!! Gene, I gotta get back to work, so I'll talk to you later.
RA	Thanks for calling, Pat. Bye.

ROLEPLAY
X-Ray Fluoroscopic Systems on GSA Schedule
RA's Copy of Script

Set the stage:

Pat contacts Gene by telephone to inform him that the J&A is not necessary.

Speaker	Script
Contract Specialist	Hello Gene, this is Pat.
RA	What can I do for you Pat?
Contract Specialist	You know that justification you told me I would have no problem getting approved?
RA	Yeah, that should have breezed right through.
Contract Specialist	Well let me tell you how it breezed right back in my face and out the window.
RA	What are you talking about?
Contract Specialist	The competition advocate called me to her/his office to tell me that the justification was incomplete and that I didn't need it anyway because the equipment is on a GSA schedule.
RA	What! How could that be when I have an approved justification for that equipment??
Contract Specialist	Apparently, no one bothered to check the required sources or conduct any market research. Plus, I got chewed out because I assumed my justification would be approved since the last one was approved. I wish I had done my homework. I'm just miserable.

RA	Don't be so hard on yourself--these things happen. You were safe to assume your justification would be approved since the last one was approved. I have to accept part of the blame. Live and learn.
Contract Specialist	Learning never ends--especially in contracting. From now on when I receive a requirement that restricts competition, I'll make sure all elements are covered in the justification.
RA	Well, I'm glad to know this equipment is on schedule. This will be a piece of cake now.
Contract Specialist	I just wish I had discovered it. This has been EXCEDRIN headache number 500 and I still have a ways to go!! Gene, I gotta get back to work so I'll talk to you later.
RA	Thanks for calling, Pat. Bye.



ROLEPLAY
X-Ray Fluoroscopic Systems on GSA Schedule
Instructor's Copy of Script

Set the stage:

Pat contacts Gene by telephone to inform him that the J&A is not necessary.

Speaker	Script
Contract Specialist	Hello Gene, this is Pat.
RA	What can I do for you Pat?
Contract Specialist	You know that justification you told me I would have no problem getting approved?
RA	Yeah, that should have breezed right through.
Contract Specialist	Well let me tell you how it breezed right back in my face and out the window.
RA	What are you talking about?
Contract Specialist	The competition advocate called me to his/her office to tell me that the justification was incomplete and that I didn't need it anyway because the equipment is on a GSA schedule.
RA	What! How could that be when I have an approved justification for that equipment??
Contract Specialist	Apparently, no one bothered to check the required sources or conduct any market research. Plus, I got chewed out because I assumed my justification would be approved since the last one was approved. I wish I had done my homework. I'm just miserable.

RA	Don't be so hard on yourself--these things happen. You were safe to assume your justification would be approved since the last one was approved. I have to accept part of the blame. Live and learn. . .
Contract Specialist	Learning never ends--especially in contracting. From now on when I receive a requirement that restricts competition, I'll make sure all elements are covered in the justification.
RA	Well, I'm glad to know this equipment is on schedule. This will be a piece of cake now.
Contract Specialist	I just wish I had discovered it. This has been EXCEDRIN headache number 500 and I still have a ways to go!! Gene, I gotta get back to work so I'll talk to you later.
RA	Thanks for calling, Pat. Bye.

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>c. Roleplay Summary</p> <p>Allow for a short discussion. <u>Ask</u> the following question:</p> <p> Question: Did their working rapport regress? If so, why? If not, why?</p> <p>Suggested answer: No, because Pat wasn't angry with Gene, but with herself for not paying attention to the justification. She had a right to inform Gene that the equipment is on a GSA schedule so that he could correct his files.</p> <p> • Question: What is the contract specialist's duty regarding justifications?</p> <p>Answer: To critique the justification for accuracy and completeness.</p>	

TOPIC: COMPETITION

Ref: Chapter 8, Pgs 8-19



Objective: When you complete this lesson, your students should be able to:

- Determine if a synopsis is required.

Time: TBD

Method: Oral Question/Answer Competition/Lecture

LESSON PLAN

Ref.	Steps In Presenting The Topic	Instructor Notes
 	<p>a. Show VG 8-5: Competition STEP 5 - Determine if a synopsis is required.</p> <ul style="list-style-type: none"> • Question: Which two authorities for other than FAOC may be synopsisized? <p>Answer: When appropriate, synopsisize requirements for only one responsible source and national security.</p> <p>b. Summarize lesson</p> <p>Have a student name the five steps in determining the extent of competition.</p> <p>Step 1: Determine if other than full and open competition is justified. Step 2: Determine whether to exclude sources. Step 3: Determine whether a J&A or D&F is required. Step 4: Prepare J&A for other than FAOC and obtain approvals. Step 5: Determine if a synopsis is required.</p>	

TOPIC: LEASE VS. PURCHASE

Ref.: Chapter 9, Pg. 9-3



Objective: When you complete this introduction, your students should be able to:

- Identify factors to consider in determining whether to lease or purchase.
- Identify the ultimate goal in making the decision to lease or purchase.

Time: TBD

Method: Lecture/Inquiry

LESSON PLAN

Ref.	Steps In Presenting The Topic	Instructors Notes
	<p>a. Present the setting:</p> <p>Your next step is to decide whether the TV surveillance equipment should be leased or purchased.</p> <p>State: In determining whether to lease or purchase you must consider these factors:</p> <ul style="list-style-type: none">• immediate need vs. long-term need• potential obsolescence• transportation, installation, and maintenance cost• net purchase cost vs. the cumulative leasing cost <p>• Question:</p> <p>What is your ultimate goal in making the decision to lease or purchase?</p> <p>Answer: To obtain the lowest overall cost.</p>	
		
<p>TR</p>  <p>TR 9-4</p>	<p>b. Direct students to Flowchart of Steps in Determining Whether to Lease or Buy</p>	

TOPIC: LEASE VS. PURCHASE

Ref.: Chapter 9, Pgs. 9-5 thru 9-8




Objective: When you complete this lesson, your students should be able to:


- Determine if policy prescribes lease or purchase.
- Review market research.
- Determine whether to solicit for purchase alone.
- Determine whether to solicit for lease.
- Determine whether to solicit for all methods and select appropriate provisions.





Time: TBD




Method: Lecture/inquiry/Case study

LESSON PLAN

Ref.	Steps In Presenting The Topic	Instructors Notes
	a. Show VG 9-1: Lease vs. Purchase	
	STEP 1 - Determine if policy prescribes lease or purchase.	
	<p>State: Legislation and/or agency policy may require that specific equipment be leased.</p> <p>• Question: Does leasing apply to both supplies and services?</p>	
	<p>Answer: No, leasing applies to supplies (or equipment) NOT services.</p>	
	b. Show VG 9-2: Lease vs. Purchase STEP 2 - Review market research.	

Ref.	Steps In Presenting The Topic	Instructors Notes
 TR 9-6 (top)	<p>State: Reviewing market data and acquisition history will help you to determine:</p> <ul style="list-style-type: none"> •Stability of the technology •Trends in pricing •Standard commercial policies and practices of <ul style="list-style-type: none"> -Manufacturers -Distributors and other secondary suppliers •Standard commercial maintenance plans <p>c. Show VG 9-3: Lease vs. Purchase</p> <p>STEP 3 - Determine whether to solicit for purchase alone.</p> <p>State: There are five factors that help you to decide whether to solicit for purchase alone. Turn to pg. 9-6. They are:</p> <ul style="list-style-type: none"> • Requirement does not lend itself to leasing • Requirement will be provided to other contractors as GFP. • Product has a long expected life and will not need upgrading. • Equipment has limited period of use. • Products are to be used in a secure area. 	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>d. Show VG 9-4: Lease vs. Purchase STEP 4 - Determine whether to solicit for lease.</p> <p><u>State</u>: There are three leasing plans discussed in the TR on pg. 9-6 & 9-7.</p>	
	<ul style="list-style-type: none"> • Question: What leasing plan does this describe? <p>The Government leases the equipment and at a specified period(s) in the contract, must determine whether to purchase the equipment or return it to the contractor.</p>	
	<ul style="list-style-type: none"> • Question: What are the other two plans/ <p><u>Answer</u>: Lease with option to purchase</p>	
	<p>e. Show VG 9-5: Lease vs. Purchase STEP 5 - Determine whether to solicit for all methods and select appropriate provisions.</p>	

Ref.	Steps In Presenting The Topic	Instructors Notes
	<ul style="list-style-type: none"> Question: Name the government agency that can assist you in lease or purchase decisions? Answer: GSA 	
	f. ASSIGN CASE STUDY 9-1 on CE 9-3, "Give Me the Most for My Buck"	
CE  PAGE 9-3	<p>Ask students to turn to Case Study 9-1</p> <p>Ask students to work in their groups to discuss whether to buy or lease the TV surveillance system.</p> <p>Have them answer the questions and develop a list of pros and cons for the decision made.</p> <p>Tell students to select a spokesperson to represent their group.</p> <p>Allow 10 minutes for groups to meet.</p> <p>Ask one group to provide their answer and ask if any other group has a different answer.</p> <p>Give school solution.</p>	

**NOTE TO INSTRUCTOR: THIS PAGE IS SAME AS STUDENTS
SOLUTIONS TO THE QUESTIONS FOLLOW THIS PAGE**

Case Study 9-1
"Give Me the Most for My Buck"

Directions: Discuss in your group whether to buy or lease the TV surveillance system. You will need to analyze the PR and market report. Following the discussion, answer the questions and develop a list of pros and cons for your decision.

Question 1: What are the pros and cons of leasing vs. purchasing the TV surveillance system?

Question 2: Which factor (those addressed in TR pg. 9-5) most influenced your decision?

Question 3: Should the TV surveillance system be purchased, leased or both, or leased with the option to purchase?

Question 4: When would you solicit for all methods?

Ref.	Steps In Presenting The Topic	Instructors Notes
	<p data-bbox="381 296 927 331">CASE STUDY 9-1 SOLUTION</p> <ul style="list-style-type: none"> <li data-bbox="334 378 984 506"> <p>Question No. 1: What are the pros and cons of leasing vs. purchasing the TV surveillance system?</p> <p>Answer: PROS OF LEASING: Leasing the equipment would allow the Government to maintain a reasonable level of security by upgrading the equipment as needed with state-of-the-art technology. Continuous upgrading of the system should help prevent compromises of security measures.. CONS OF LEASING: Leasing would not be appropriate for equipment that would be needed for an extended period. PROS OF PURCHASING: There is no need for the Government to upgrade a system that meets its minimum needs. The TV surveillance system has a long life expectancy and the cost of leasing would probably exceed the purchase cost. The price includes installation and a 90 day warranty period. Maintenance of the system is very minimal. CONS OF PURCHASING: none.</p> <li data-bbox="334 1188 1016 1316"> <p>Question No. 2: Which factor (those addressed in TR pg. 9-5) most influenced your decision?</p> <p>Answer: All of the factors were considered.</p> <li data-bbox="334 1428 984 1598"> <p>Question No. 3: Should theTV surveillance system be purchased, leased or both, or leased with the option to purchase?</p> 	

Ref.	Steps In Presenting The Topic	Instructors Notes
	<p>Answer: Based on the PROS AND CONS, the equipment should be purchased.</p> <ul style="list-style-type: none"> • Question No. 4: When would you solicit for all methods? <p>Answer: When you cannot determine whether the requirement should be purchased or leased, solicit offers for both. Make sure you include the lease vs. purchase factors and method of evaluation in Section M, Evaluation Factors for Award in the solicitation.</p> <p>g. Summary of Lesson</p> <p>The five steps we just covered in determining whether to lease or purchase are:</p> <p>Step 1: Determine if policy prescribes lease or purchase.</p> <p>Step 2: Review market research.</p> <p>Step 3: Determine whether to solicit for purchase alone.</p> <p>Step 4: Determine whether to solicit for lease.</p> <p>Step 5: Determine whether to solicit for all methods and select appropriate provisions.</p>	

TOPIC: EVALUATION FACTORS FOR AWARD

Ref. Chapter 10, Pgs. 10-3



Objective: When you complete this introduction, your students should be able to:

- recognize the purpose for evaluation factors and
- identify the three categories for determining the basis of award.

Time: TBD

Method: Lecture/Inquiry

LESSON PLAN

Ref.	Steps In Presenting The Topic	Instructors Notes
TR 10-3	<p>a. Present the setting: Now you need to decide what evaluation factors you will use.</p> <p>State: Evaluation factors are designed to achieve these specific objectives:</p> <p>Answer: (any of the four)</p> <ul style="list-style-type: none"> • maximize competition • minimize the complexity of the solicitation and the evaluation • ensure impartial and complete evaluation of all proposals, and • facilitate selection of the source whose proposal has the highest degree of realism and whose performance is expected to best meet stated Government requirements. 	
	<ul style="list-style-type: none"> • Question: The basis for determining the method of award can be divided into what three categories? <p>Answer:</p> <ol style="list-style-type: none"> 1. More than one award. 2. Award based on price and price-related factors. 3. Award based on technical evaluation factors. 	
<p>TR</p>  <p>PAGE 10-4</p>	<p>b. Direct students to Flowchart of Steps in Determining Evaluation Factors.</p>	

TOPIC: EVALUATION FACTORS FOR AWARD

Ref. Chapter 10, Pgs. 10-5 to 10-15



Objective: When you complete this lesson your students should be able to:




- Identify the number of awards.
- Identify price and price-related factors.
- Review price-related factors as a whole.
- Select and complete method of award provision.
- Determine if technical evaluation is needed.




Time: TBD






Method: Lecture/Inquiry

LESSON PLAN

Ref.	Steps In Presenting The Topic	Instructors Notes
	<p>a. Show VG 10-1: Evaluation factors. STEP 1 - Identify the number of awards.</p>	
<p>TR  TR 10-5</p>	<p>Let's look at the types of awards you can make on TR 10-5.</p> <ul style="list-style-type: none"> • Single buy: all line items to one contractor. • Separate single: different line items to more than one contractor; also known as "multiple awards." • Progressive: a quantity that exceeds any contractor's capability; permits award to next low offeror until entire quantity is awarded. • Multiple award schedule: more than one firm offering their "most favored" prices; requisitioner selects lowest priced item that meets their needs. • Partial set-aside: variation of progressive; one portion of entire amount requirement is unrestricted and remaining portion is restricted (set-aside for small business concerns). 	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<ul style="list-style-type: none"> Question: When are multiple awards best used? Answer: They are best used when requirements do not have to be used as parts of a whole. True or False Whenever you award to more than one offeror, only assign one contract number. Answer: False 	
	<p>b. Show VG 10-2: Evaluation factors. STEP 2 - Identify price and price related factors.</p>	
	<ul style="list-style-type: none"> Question: What specific information about price-related factors must offerors be informed of in the solicitation? Answer: They must be told which price-related factors, if any, will be applied and how they will be calculated to determine the "best buy" price. State: Price related factors are used strictly for comparing offers. They are not to be added to the contract award price. 	

Ref.	Steps In Presenting The Topic	Instructors Notes
	<ul style="list-style-type: none"> • Question: What are the commonly applied price-related factors? <p>Answer:</p> <ul style="list-style-type: none"> •Foreseeable costs or delays •Changes •Economic advantage of one or multiple awards •Federal, state, and local taxes •Origin of supplies 	
 TR 10-7	<ul style="list-style-type: none"> • Question: What is the administrative cost to the Government for issuing and administering each contract awarded under an IFB or RFP? (WALK STUDENTS THROUGH THE EXHIBIT 10-14 on TR 10-10) <p>Answer: \$500</p>	
 TR 10-14	<p>c. Show VG 10-3: Evaluation factors. STEP 3 - Review price-related factors as a whole.</p> <ul style="list-style-type: none"> • Question: What are some of the potential problems in evaluation that could occur? <p>Answer:</p> <ul style="list-style-type: none"> • Unbalanced offers: offers are high on some items and low on others. • Front end-loading: enables offeror to recover money in advance of the performance of work. • Inaccurate quantity estimate: offers are extremely low for large quantities and extremely high for smaller quantity. 	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>d. Show VG 10-4: Evaluation factors. STEP 4 - Select and complete method of award.</p>	
	<p>• Question: Name two examples of price-related evaluation factor clauses.</p> <p>Answer: (any two)</p> <ul style="list-style-type: none"> •Evaluation of Options •Economic Price Adjustment--Standard Supplies •Economic Price Adjustment--Semistandard Supplies •Economic Price Adjustment--Labor and Material •F.O.B. Origin and/or F.O.B. Destination 	
	<p>e. Show VG 10-5: Evaluation factors. STEP 5 - Determine if technical evaluation is needed.</p>	
	<p>• Question: What are technical evaluation factors?</p> <p>Answer: Non-price related factors.</p>	
	<p>• Question: What are business management factors?</p> <p>Answer: Business management factors address the capability of the offeror to perform the work as opposed to the technical merits of the proposal.</p>	

TOPIC: EVALUATION FACTORS FOR AWARD

Ref. Chapter 10, Pgs. 10-5, 10-6 to 10-13, 10-14 to 10-15



Objective: When you complete this lesson, your students should be able to:

- Identify the number of awards that might be made.
- Identify applicable price-related factors.
- Determine if technical evaluation is needed.

Time: TBD

Method: Case Study/Discussion

LESSON PLAN

Ref.	Steps In Presenting The Topic	Instructors Notes
 CE  PAGE 10-3	<p>a. Present the setting: What, if any, evaluation factors will you use for the fireworks and TV surveillance systems?</p> <p>b. ASSIGN CASE STUDY Case Study 10-1 on CE 10-3 "Selection by Evaluation"</p> <p><u>Ask</u> the students to turn to Case Study 10-1, CE 10-3.</p> <p><u>Request</u> students base their decisions on the fireworks and TV surveillance, line item 0001.</p> <p>This is a group exercise.</p> <p><u>Select</u> a group to answer the questions and ask if any other group has a different answer.</p> <p><u>Allow</u> a total of 20 minutes for this exercise (10 minutes for individual effort, 10 minutes for group effort).</p>	

NOTE TO INSTRUCTOR: THIS IS THE SAME AS CE BOOK.

Case Study 10-1
"Selection by Evaluation"

Directions: Make the following decisions for the **fireworks** requirement:

1. Determine the number of line items.
2. Determine the number of awards:
 - single
 - multiple
 - progressive
 - partial set-aside
3. Identify price and price-related factors (Exhibit 10-2, pg. 10-7):
 - Foreseeable costs or delays
 - Changes
 - Economic advantage of one or multiple awards
 - Federal, state and local taxes
 - Origin of supplies
4. Review price-related factors as a whole and determine whether any problems are anticipated (Exhibit 10-7, pg. 10-14):
 - Unbalanced bids
 - Front-end loading
 - Inaccurate quantity estimates
5. Determine whether technical evaluation is needed.

Case Study 10-1
"Selection by Evaluation"

Directions: Make the following decisions for the **TV surveillance** requirement.:

1. Determine the number of line items.
2. Determine the number of awards:
 - single
 - multiple
 - progressive
 - partial set-aside
3. Identify price and price-related factors (Exhibit 10-2, pg. 10-7):
 - Foreseeable costs or delays
 - Changes
 - Economic advantage of one or multiple awards
 - Federal, state and local taxes
 - Origin of supplies
4. Review price-related factors as a whole and determine whether any problems are anticipated (Exhibit 10-7, pg. 10-14):
 - Unbalanced bids
 - Front-end loading
 - Inaccurate quantity estimates
5. Determine whether technical evaluation is needed.

Case Study 10-1
Recommended School Solution

Note to Instructor: State that this is only the recommended solution. The decisions the students make could be possible solutions in a legitimate procurement.

1. **FIREWORKS:** It's in the Government's best interest to have only one line item. The requirement should not be fragmented between contractors since the fireworks are incidental to the service. More than one line item would result in an additional cost for furnishing Government property (fireworks) to another contractor.

2. **FIREWORKS:** It's in the Government's best interest to make one award to one contractor. The Government would be at a disadvantage if it purchased fireworks from one contractor and hired a different contractor to display the fireworks. The Government doesn't have a need to purchase fireworks without having them displayed.

3. **FIREWORKS:** •Federal, state and local taxes may apply

4. **FIREWORKS:** None of the following problems are likely:

Problem	Description	Reason its not applicable
Unbalanced offers	defined as offers are high on some items and low on others	Only one line item
Front-end loading	Enables offeror to recover money in advance of the performance of work	No need for up-front money
Inaccurate qty estimates	Offers are extremely low for large qty and extremely high for smaller qty	Only have one qty

5. **FIREWORKS:** Technical evaluation factors were provided with the SOW for the fireworks requirement.

1. **TV SURVEILLANCE:** It's in the Government's best interest to have only one line item. The requirement should not be fragmented between contractors since the Government needs the contractor to be responsible for the installation of their own equipment. If something happens to the equipment, who would the Government call?

2. **TV SURVEILLANCE SYSTEM:** It's in the Government's best interest to make one award to one contractor. The installation is incidental to the purchase of the system.

3. **TV SURVEILLANCE SYSTEM:** Buy American Act may apply (origin of supplies)

4. **TV SURVEILLANCE SYSTEM:** None of the following problems are likely:

Problem	Description	Reason its not applicable
Unbalanced offers	defined as offers are high on some items and low on others	Only one line item
Front-end loading	Enables offeror to recover money in advance of the performance of work	No need for up-front money
Inaccurate qty estimates	Offers are extremely low for large qty and extremely high for smaller qty	Only have one qty

5. **TV SURVEILLANCE SYSTEM:** Technical evaluation is not necessary.

Ref.	Steps In Presenting The Topic	Instructors Notes
	<p data-bbox="334 289 860 336">c. Summary of Lesson</p> <p data-bbox="380 342 912 415">Review the five steps in determining evaluation factors.</p> <p data-bbox="380 457 984 495">Step 1: Identify the number of awards.</p> <p data-bbox="380 499 971 573">Step 2: Identify price and price-related factors.</p> <p data-bbox="380 577 1003 651">Step 3: Review price-related factors as a whole.</p> <p data-bbox="380 655 971 728">Step 4: Select and complete method of award.</p> <p data-bbox="380 732 997 806">Step 5: Determine if technical evaluation is needed.</p> <p data-bbox="334 856 875 903">d. Conclude by stating:</p> <p data-bbox="380 909 1011 1018">Let's talk about the method of procurement you would use for the fireworks and TV surveillance requirements.</p>	

TOPIC: METHOD OF PROCUREMENT

Ref. Chapter 11, Pgs. 11-3 thru 11-11



Objective: When you complete the introduction and the lesson, your students should be able to:





- Identify the methods of procurement.
- Identify the goal in selecting the method of procurement.
- Review acquisition histories and conduct market .
- Determine if simplified methods are feasible.
- Identify conditions applicable to the requirement,
- Select method of procurement.





Time: TBD

Method: Lecture/inquiry

LESSON PLAN




Ref.	Steps In Presenting The Topic	Instructors Notes
	<p>a. Present the setting: What method will you use to procure the requirements you've been working on all week?</p>	
	<ul style="list-style-type: none"> • Question What methods of procurement are discussed in this lesson? 	
	<p>Answer: Small purchases or simplified, sealed bidding, two-step sealed bidding, and negotiation.</p>	
	<ul style="list-style-type: none"> • Question: How would you describe two-step sealed bidding? 	
	<p>Answer: Two-step-sealed bidding is a combination of competitive negotiation and sealed bidding. The procedure is designed to obtain the benefits of sealed bidding when adequate specifications are not available and discussions with offerors might be necessary.</p>	

Ref.	Steps In Presenting The Topic	Instructors Notes
	<ul style="list-style-type: none"> • Question: What goal do you hope to attain in selecting the method of procurement? <p>Answer: The goal in selecting the method of procurement is to attain full and open competition with the hope of obtaining reasonable prices for the Government.</p>	
TR  11-4	b. Direct students to Flowchart of Steps in Determining the Method of Procurement.	
	c. Show VG 11-1: Method of Procurement STEP 1 - Review acquisition histories and conduct market research.	
	<ul style="list-style-type: none"> • Question What kind of information can you obtain from previous files or from market data that will help you select the method of procurement? Name 3 only. <p>Answer (any three):</p> <ul style="list-style-type: none"> •The dollar value. •Whether there is an existing contract. •Amount of competition. •Delivery time frame. •Whether discussions are necessary. •Whether firms base products or services on price and price related factors. •Whether a technical evaluation is necessary. •Whether firms provide commercial products or services that are described adequately and understood by the general public. 	

Ref.	Steps In Presenting The Topic	Instructors Notes
	<p>d. Show VG 11-2: Method of Procurement. STEP 2 - Determine if simplified purchasing methods are feasible.</p>	
	<p>• Question: What two pieces of information from market research and acquisition histories help you determine whether simplified methods are feasible?</p> <p>Answer: The dollar value of the requirement and the existence of a required source.</p>	
	<p>e. Show VG 11-3: Method of Procurement. STEP 3 - Identify conditions applicable to the requirement.</p>	
	<p>• Question: What is allowable in a negotiated procurement?</p> <p>Answer:</p> <ul style="list-style-type: none"> • Exceptions to the requirement to always publicize the proposed contract. • Discussion of proposals with offers. • Award can be made based on revised offers. • Procurement of products or services weighted more heavily on the technical capabilities than the price. 	

Ref.	Steps In Presenting The Topic	Instructor Notes
	<p><u>State</u>: There are four conditions that must be met in order to use sealed bidding:</p> <ol style="list-style-type: none"> 1. Competition is anticipated 2. Time permits solicitation, submission, and evaluation 3. No need to hold discussions with offerors on their bid/proposal 4. Award will be made on price and price-related factors only. <p><u>State</u>: The firm fixed price or cost reimbursement contracts are used for acquisitions over \$25,000.</p> <p>The contractor has full responsibility for the performance cost and resulting profit (or loss) in a firm fixed price contract. This type of contract is most frequently used in Government procurements.</p> <p>f. Show VG 11-4: Method of Procurement.</p> <p>STEP 4 - Select the method of procurement.</p>	



Ref.	Steps In Presenting The Topic	Instructors Notes
  CE  PAGE 11-3	<ul style="list-style-type: none"> Question: What should you use as the basis for the selection of the method of procurement? Answer: The conditions applicable to the procurement provide the basis for the selection of the method of procurement. <p>g. ASSIGN CASE STUDY 11-1 on CE 11-3, "Match the Method"</p> <p><u>Ask</u> students to turn to Case Study 11-1.</p> <p><u>Have</u> students complete exercise individually and with their books closed.</p> <p><u>Select</u> students at random to give answers and reason for selection.</p> <p><u>Allow</u> 10 minutes for this exercise.</p>	

**NOTE TO INSTRUCTOR: THIS PAGE IS SAME AS STUDENTS
SOLUTIONS TO CASE STUDY FOLLOW THIS PAGE**

Case Study 11-1
"Match the Method"



Directions: Write the method(s) of procurement (small purchase ,simplified purchasing, sealed bidding, two-step sealed bidding, or negotiation) in **Column B** that would apply to the statement in **Column A**. **Note:** There may be more than one method applicable to a given statement.

COLUMN A	COLUMN B
1. The requirement can be fulfilled by a required source.	
2. The requirement is urgently needed.	
3. The prices of technically acceptable proposals will be revealed to the public before award.	
4. The requirement is under \$25,000.	
5. The award is based solely on price and price-related factors.	
6. The products can be purchased over-the-counter.	
7. The award is based on revised prices.	
8. The requirement is over \$25,000.	
9. The description of the requirement should be clearly stated.	
10. Two or more sources are expected to compete.	

CASE STUDY 11-1 SOLUTION
"Match the Method"

COLUMN A	COLUMN B
1. The requirement can be fulfilled by a required source.	<u>Small or simplified</u> S.B. and Negotiation would not be necessary since a required source exists.
2. The requirement is urgently needed.	<u>Small or simplified and Negotiation</u> There is no synopsis requirement for small or simplified. The synopsis requirement can be waived for Negotiation, but cannot be waived for Sealed bidding and 2-Step S.B.
3. The prices of technically acceptable proposals will be revealed to the public before award.	<u>2-Step Sealed Bidding</u> Technical proposals do not apply to small and simplified purchasing. Proposals are not revealed in a negotiated procurement until after award.. Public opening of sealed bids apply to price only.
4. The requirement is under \$25,000.	<u>Small or simplified</u> Sealed bidding, 2-Step S.B. and negotiation apply to procurements over \$25,000 because it would not be economical to use these methods for requirements under \$25,000.

5. The award is based solely on price and price-related factors.	<u>Small/simplified, Sealed Bidding and some Negotiation</u> Award of a 2-Step S.B is based on acceptable technical proposals and price and price-related factors. Award of other negotiated procurements may be based on technical capability and price and price related factors.
6. The products can be purchased over-the-counter.	<u>All methods</u>
7. The award is based on revised offers.	<u>Negotiation, Small purchasing and 2-Step S.B. limited to technical approach only before award.</u> Cannot revise prices after bids are opened in sealed bidding.
8. The requirement is over \$25,000.	<u>All methods except small purchase</u>
9. The description of the requirement must be clearly stated.	<u>Sealed bidding</u> The description of the requirement may not necessarily be clearly stated for small/simplified, negotiated or 2-Step S.B.
10. Two or more sources are expected to compete.	<u>All methods</u>

Ref.	Steps In Presenting The Topic	Instructors Notes
 CE  PAGE 11-4 & 11-5	<p>State: Now that we have covered the steps in selecting the method of procurement, you should be ready do a case study where you will select the method of procurement that is most appropriate for the fireworks and the TV surveillance systems requirements.</p> <p>h. Assign Case Study 11-2 on CE 11-4 & 11-5, "Choose the Right One"</p> <p>Tell them to turn to Case Study 11-2 and to the fireworks and TV surveillance PRs.</p> <p>This is a group exercise.</p> <p>Allow 10 minutes for this exercise.</p> <p>Note to Instructor: Use the interactive viewgraph to show solution.</p>	

NOTE TO INSTRUCTOR: THIS PAGE IS SAME AS STUDENTS
SOLUTIONS TO QUESTIONS FOLLOW THIS PAGE

Case Study 11-2
"Choose the Right One"

Directions: Place an X in the yes or no column as appropriate for the fireworks and TV surveillance requirements. Select a spokesperson from your group to report group's answers.

SELECTING THE METHOD OF PROCUREMENT				
Question	Fireworks		TV Surveillance	
	Yes	No	Yes	No
1. Is the dollar value \$25,000 or less?				
2. Is there an existing required source?				
3. Is time available to permit publicizing, soliciting in writing, receiving written responses, and evaluation?				
4. Will award be based solely on price and price-related factors?				

5. Is the requirement stated sufficiently to forego discussion?(if no, answer 5b.)				
5b. If discussions are needed, can you limit discussions to determining acceptability of the end item?				
6. Are 2 or more sources expected to respond?				
7. What type of contract will be used?				

Question 1.. What is the most appropriate method of procurement for the fireworks requirement?

Question 2. What is the most appropriate method of procurement for the TV surveillance requirement?

CASE STUDY 11-2 SOLUTION
"Choose the Right One"

SELECTING THE METHOD OF PROCUREMENT				
Question	Fireworks		TV Surveillance	
	Yes	No	Yes	No
1. Is the dollar value \$25,000 or less?		X		X
2. Is there an existing required source?		X		X
3. Is time available to permit publicizing, soliciting in writing, receiving written responses, and evaluation?	X		X	
4. Will award be based solely on price and price-related factors?		X	X	
5. Is the requirement stated sufficiently to forego discussion?(if no, answer 5b.)		X	X	
5b. If discussions are needed, can you limit discussions to determining acceptability of the end item?		X	N/A	
6. Are 2 or more sources expected to respond	X		X	
7. What type of contract will be used?	FFP		FFP	

Ref.	Steps In Presenting The Topic	Instructors Notes
	<p data-bbox="381 289 946 321" style="text-align: center;">CASE STUDY 11-2 SOLUTION</p> <p data-bbox="332 359 675 405">Question No. 1</p> <p data-bbox="381 411 1019 489">What is the most appropriate method of procurement for the fireworks requirement?</p> <p data-bbox="381 531 634 558">Answer: Negotiation</p> <p data-bbox="332 596 678 642">Question No. 2</p> <p data-bbox="381 648 959 762">What is the most appropriate method of procurement for the TV surveillance requirement?</p> <p data-bbox="381 804 662 831">Answer: Sealed Bidding</p> <p data-bbox="332 863 1024 1167">Note to Instructor: <u>Ask</u> students to turn to TR pg. 11-11, Exhibit 11-2. In your discussion of the case study, relate the decisions to the chart to show the appropriate method of procurement to select. according to the question. (THIS CHART IS IDENTICAL TO THE CHART IN THE TR)</p>	

EXHIBIT 11-2

SELECTING THE METHOD OF PROCUREMENT SMALL/SIMPLIFIED		
Question	If yes, use	If no, use
Is the dollar value \$25,000 or less?	Small purchase procedures.*	Formal procedures: Sealed bidding, 2-Step, or Negotiation
Is there an existing required source?	Simplified purchase procedure.*	Formal procedures: Sealed bidding, 2-Step, or Negotiation.
SELECTING THE METHOD OF PROCUREMENT FORMAL PROCEDURES		
Question	If yes, use	If no, use
Are there at least 51 days available to publicize and receive offers?	Any of the three formal procedures	Negotiation only after justifying urgency.
Will award be made on basis of price and price-related factors?	Any of the three formal procedures	Negotiation
Is the requirement stated sufficiently to forego discussion?	Sealed bidding only.	2-Step, Negotiation
If discussions are needed, can you limit discussions to determining acceptability of the end item?	2-Step	Negotiaton

*Remember, however, that a required source purchase can be below or above the \$25,000 threshold.

Ref.	Steps In Presenting The Topic	Instructors Notes
	<p data-bbox="332 289 852 342">i. Summary of Lesson</p> <p data-bbox="380 342 927 422">Review the four steps in selecting the method of procurement.</p> <p data-bbox="380 457 1003 537">Step 1: Review acquisition histories and conduct market research.</p> <p data-bbox="380 537 862 617">Step 2: Determine if simplified purchasing methods are feasible.</p> <p data-bbox="380 617 987 697">Step 3: Identify conditions applicable to the requirement.</p> <p data-bbox="380 697 1019 741">Step 4: Select the method of procurement.</p> <p data-bbox="332 777 860 829">j. Conclude by asking:</p> <p data-bbox="380 829 911 909">What is the final step in planning the procurement?</p>	

TOPIC: PROCUREMENT PLANNING

Reference: Chapter 12, Pg. 12-3



Objective: When you complete this introduction, your students should be able to:

- Define procurement planning.
- Define acquisition planning.
- Identify the purpose of procurement planning.

Time:

Method: Inquiry/Lecture

LESSON PLAN

Ref.	Steps In Presenting The Topic	Instructors Notes
 TR  .PAGE 12-3 & 12-4	<p>a. Present the setting: You are now ready to consolidate the information you gathered into the actual procurement plan.</p> <p>• Question: What is the difference between procurement planning and acquisition planning?</p> <p>Answer: Procurement planning is the development of a plan of action by the contract specialist which commences with receipt of the PR and ends with contract award. Acquisition planning is the process by which the efforts of all personnel responsible for an acquisition are coordinated and integrated through a comprehensive plan for fulfilling the agency need in a timely manner and a reasonable cost.</p> <p>c. Direct students to Flowchart of Steps in Planning the Procurement.</p> <p>• Question: What is the purpose of a procurement plan?</p> <p>Answer: A procurement plan provides an outline of steps that must be taken to accomplish the agency's objective, and it specifies how, when and by whom those steps must be taken.</p>	

TOPIC: PROCUREMENT PLANNING






Reference: Chapter 12, Pgs. 12-5 to



Objective: When you finish this lesson, your students should be able to:

- Determine whether a plan is necessary.
- Determine if an existing plan applies.
- Prepare a procurement plan.

Method: Inquiry/Lecture

LESSON PLAN

Ref.	Steps In Presenting The Topic	Instructors Notes
	<p>a. Show VG 12-1: Procurement Planning STEP 1 - Determine whether a plan is needed.</p>	
	<ul style="list-style-type: none"> • Question: Once you determine a plan is needed, what are the responsibilities of the contract specialist? 	
<p>TR</p>  <p>.PAGE 12-5</p>	<p>Answer: The contract specialist must:</p> <ul style="list-style-type: none"> • Record and document key procurement planning decisions. • Identify tasks necessary to award contract and key decision points. • Identify the person or persons responsible for each task. • Identify officials who are responsible for concurrences, clearances and approvals. 	
	<p>b. Show VG 12-2: Procurement Planning STEP 2 - Determine if an existing plan applies.</p>	
	<ul style="list-style-type: none"> • Question: What should you do if acquisition history identifies an existing plan? <p>Answer: Update the plan as needed.</p>	

Ref.	Steps In Presenting The Topic	Instructors Notes
	c. Show VG 12-3: Procurement Planning STEP 3 - Prepare plan.	
	<ul style="list-style-type: none"><li data-bbox="378 489 1055 693">• Question: For which of the three requirements would you prepare a procurement plan and why? Answers will vary.	

TOPIC: PROCUREMENT PLANNING

Reference: Chapter 12, Pgs. 12-5 to 12-12



Objective: When you finish this lesson, your students should be able to:

- Prepare a procurement plan.

Time:

Method: Case Study

LESSON PLAN

Ref.	Steps In Presenting The Topic	Instructors Notes
 TR  PAGE 12-6 to 12-12	<p>a. ASSIGN FINAL CASE STUDY 12-1. "Develop a Plan"</p> <p>State: Your final step is to prepare a plan Explain there is not enough time to actually write the plan, instead the students will identify the issues that should be covered..This is a group exercise. Half the groups will work on the fireworks requirement, half the groups on the TV surveillance system.</p> <p>Ask students to turn to page 12-3 or 12-5 of the CE and follow the directions.</p> <p>Allow 20 minutes for this exercise.</p> <p>Randomly select a group to present their findings on the fireworks. Allow the other groups with the same assignment to fill in any missing issues. Repeat for the TV surveillance system.</p>	<p>Note to instructor: At the completion of this exercise, you will conduct the review of the course which is a jeopardy game.</p>

SINGLE JEOPARDY SHEET											
PRs	Fundi ng	Mrkt Rsrch	Specs / SOW	Servi ces	Srce Lists	Set- aside s 8(a)	Com petiti on	Lease vs Pur.	Eval factor s	Meth od of procu re.	Procu reme nt Plng
\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300

DOUBLE JEOPARDY SHEET											
PRs	Fundi ng	Mrkt Rsrch	Specs / SOW	Servi ces	Srce Lists	Set- aside s 8(a)	Com petiti on	Lease vs Pur.	Eval factor s	Meth od of procu re.	Procu reme nt Plng
\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200
\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400
\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600

FINAL JEOPARDY

Score at end of double
jeopardy:_____

Points wagered in final
jeopardy:_____

Group
Name:_____

ANSWER:_____

PROCUREMENT PLANNING REVIEW JEOPARDY GAME

Instructions to Instructor: Ask students if they have ever watched the Jeopardy Game Show on TV. Tell them that this game is very similar in that they are to provide the answer in the form of a question.

The students will participate in groups as they have all week.

Tell the students a copy of the single & double jeopardy sheets are provided in their class exercise book under Review. The students may use the sheets to "X" out categories/amounts that have been guessed.

You will keep score on the board.

Tell the students how they will be quizzed. Start with one person from a group. The individual who is to answer may confer with his/her teammates **but the individual must answer**. Each teammate will select the point value they wish.

A team can pass a question and the instructor can offer the question to the opponents. If an opponent attempts to answer but gives an incorrect answer, the points associated with the question are deducted. But if an opponent chooses to pass, points should not be added nor deleted. If every team chooses to pass the question, just give them the answer--do not deduct or add points to any team's score. If an opponent chooses to answer and they answer correctly, they get the points. Move to next team in line to answer (if the team that answered the question is next in line to answer, give them their question).

Each team will have approximately **15 seconds** to answer a question. The instructor will make a buzzer sound when the time expires. If the question is answered incorrectly, the team loses the points.

After the game, total the points for each team and give teams time to wager their bets for the final jeopardy question of the day. Have them use the form to write their group name and wager. After they have turned in that form, give them the question and have them write their response on a piece of paper. Allow them **three** minutes to answer.

Start with the first team, announce their wager, ask for their answer and total their points. Follow this procedure until all have answered. Announce the winner and congratulate them.

SINGLE JEOPARDY

Amount	Category: Purchase Requests
\$100	Answer: This term is used to describe the number of days it takes the contracting activity to award a contract from the date it accepts a PR from the requiring activity. (introduction)
	Question: What is Procurement Administrative Lead Time (PALT)?
\$200	Answer: Any civilian or military official or employee of an agency who has participated personally and substantially in the conduct of (an) agency procurement. (introduction)
	Question: What is a procurement official?
\$300	Answer: This happens when approvals and reviews are missing from a purchase request. (1.1)
	Question: What is return the PR to the requiring activity?

SINGLE JEOPARDY

Amount	Category: Funding
\$100	Answer: This term describes October 1 - September 30, (2.2)
	Question: What is a fiscal year?
\$200	Answer: These funds are obligated only in the fiscal year for which the funds are appropriated.
	Question: What are annual funds?
\$300	Answer: This provides that "No Government officer or employee may authorize or create an obligation in excess of funds available or in advance of appropriations." (2.1)
	Question: What is the Anti-Deficiency Act?

SINGLE JEOPARDY

Amount	Category: Market Research
\$100	Answer: This poll attempts to ascertain whether other qualified sources are capable of satisfying the Government's requirements. (introduction)
	Question: What is a market survey?
\$200	Answer: This market source, which is published by the Bureau of Labor Statistics, provides a guide to changes in "retail" prices and is used as a general gauge of inflation. (3.2)
	Question: What is the Consumer Price Index?
\$300	Answer: This announcement is published in the CBD when there is only one known source or no known sources to encourage participation in a Government procurement. (3.3)
	Question: What is a presolicitation notice?

SINGLE JEOPARDY

Amount	Category: Specs/SOWS
\$100	Answer: These are the three types of specifications. (4.1.1)
	Question: What are design, performance, and functional?
\$200	Answer: This type of specification places no restrictions on the product; therefore, the risk is solely on the contractor. (4.1.1)
	Question: What is a functional specification?
\$300	Answer: These are the elements of a statement of work. (4.2.2)
	Question: What are the: Scope/Background/Objectives, contractor tasks, contract end items?

SINGLE JEOPARDY

Amount	Category: Services
\$100	Answer: This law requires contractors to pay their employees who will be utilized to perform a contract that exceeds \$2500, not less than the prevailing wage for such employees in the locality. (5.2.1)
	Question: What is the Service Contract Act of 1965?
\$200	Answer: Under this type of effort, a contractor's personnel are subject to direct supervision and control of Government officials. (5.1.2)
	Question: What is a personal service?
\$300	Answer: This type of effort is contracted to support or improve agency policy development, decision-making, management, administration, and operation of management systems. (5.1.3)
	Question: What are advisory and assistance services?

SINGLE JEOPARDY

Amount	Category: Source Lists
\$100	Answer: This is the required source for printing, binding, paper, and envelopes. (Exhibit 6-3)
	Question: What is the U.S. Government Printing Office?
\$200	Answer: This required source is a branch of the Department of Interior that provides minerals (gold, silver, etc.) for DOD, independent agencies or other establishments of the Government. (6.1.1)
	Question: What is the Bureau of Mines?
\$300	Answer: This document shows interested, eligible and qualified firms that are capable of filling the requirements of a procurement. (6.2.2)
	Question: What is a source list or solicitation mailing list?

SINGLE JEOPARDY

Amount	Category: Set-Asides and 8(a)
\$100	Answer: This is the percentage of ownership required to be considered a small disadvantaged business. (introduction)
	Question: What is 51%?
\$200	Answer: This type of firm is located in an area of concentrated unemployment or underemployment. (introduction)
	Question: What is a labor surplus area concern?
\$300	Answer: The Small Business Administration procurement center representative may appeal to this individual if he and the contracting officer disagree on a set-aside decision. (7.1.4)
	Question: What is the head of the contracting activity?

SINGLE JEOPARDY

Amount	Category: Competition
\$100	Answer: This document contains the circumstances, rationale and authority for using other than full and open competition. (introduction)
	Question: What is a J&A?
\$200	Answer: This individual is responsible for approving justifications exceeding \$100,000. (8.4)
	Question: Who is the competition advocate?
\$300	Answer: These are three of the seven exceptions to full and open competition. (8.1)
	Question: What are (any three): <ol style="list-style-type: none"> 1. Only one responsible source 2. Urgency 3. Industrial mobilization 4. International agreement 5. Authorized or required by statute 6. National security 7. Public interest

SINGLE JEOPARDY

Amount	Category: Lease vs. Purchase
\$100	Answer: This agency assists in lease or purchase decisions. (9.5)
	Question: What is GSA?
\$200	Answer: Solicit for this when the product has a long expected life and will not need upgrading. (9.3)
	Question: What is purchase?
\$300	Answer: Conduct this to determine stability of the technology, trends in pricing, and standard commercial policies and practices to make lease vs. purchase decisions. (9.2)
	Question: What is market research?

SINGLE JEOPARDY

Amount	Category: Evaluation Factors for Award
\$100	Answer: This permits all line items to go to one contractor. (10.1)
	Question: What is single award?
\$200	Answer: These are located in Section M of the solicitation and are strictly for comparing offers and are not to be added to the contract award document. (10.2)
	Question: What are price-related factors?
\$300	Answer: When awarding a contract to three different contractors under a solicitation, you must use this amount for administrative costs when evaluating the offers or bids.
	Question: What is \$1500? (Exhibit 10-4)

SINGLE JEOPARDY

Amount	Category: Method of Procurement
\$100	Answer: This method is described as contracting for other than full and open competition.(11.3)
	Question: What is sole source or negotiation?
\$200	Answer: This is the deciding factor for award in sealed bidding. (11.3)
	Question: What is price?
\$300	Answer: These reduce the Government's administrative costs and improve opportunities for small business concerns and disadvantaged business concerns. (11.2)
	Answer: What are small purchase and other simplified procedures?

SINGLE JEOPARDY

Amount	Category: Procurement Planning
\$100	Answer: This individual plans the steps toward awarding a contract from the moment the PR is received. (introduction)
	Question: Who is the contract specialist?
\$200	Answer: This is a time table for accomplishing tasks in the procurement plan. (12.3)
	Question: What is a milestone chart?
\$300	Answer: Selection of the type of contract is made by this office. (12.3)
	Question: What is the contracting or procurement office?

DOUBLE JEOPARDY

Amount	Category: Purchase Request
\$200	Answer: This is a meeting held with potential sources to explain complicated specifications or aid the sources in later submitting offers. (1.4)
	Question: What is a presolicitation conference?
\$400	Answer: This person must review proposed acquisitions and make determinations to "set-aside" procurements for small business. (1.4)
	Question: Who is the Small Business Administration procurement center representative?
\$600	Answer: This provides information for reviews and investigations (1.2)
	Question: What is a contract file?

DOUBLE JEOPARDY

Amount	Category: Funding
\$200	Answer: Annually funded appropriations may do this when contracts are for an end product that cannot be subdivided for separate performance in each fiscal year. (2.2)
	Question: What is cross fiscal years?
\$400	Answer: An agency places this on the PR to track and account for the obligations and expenditure of funds after certifying that the funds are available. (2.1)
	Question: What is an ACT Number?
\$600	Answer: These are any 3 examples of requirements for which no year appropriations can be provided. (2.1)
	Question: What are research and development, weapons systems, long lead time construction, and other long range programs?

DOUBLE JEOPARDY

Amount	Category: Market Research
\$200	Answer: These are two of four factors that you consider to determine the amount of market research and analysis you will perform.
	Question: What are any two?: <ul style="list-style-type: none"> •urgency •complexity •estimated dollar value •experience <div style="text-align: right;">(Introduction)</div>
\$400	Answer: The Better Business Bureau, Chamber of Commerce, Builders & Contractors Exchange, and National Contract Management Association are examples of:(3.3)
	Question: What are trade and professional associations?
\$600	Answer: These are any 3 common market research techniques. (3.4)
	Question: What are (any 3): <ul style="list-style-type: none"> •Investigate the market •Brief industry •Contact potential contractors •Visit potential sources •Attend industry and scientific conferences •acquire literature about commercial products •Analyze procurement history •Advertise in trade journals •Use CBD •Examine business and trade directories?

DOUBLE JEOPARDY

Amount	Category: Specs/SOWS
\$200	Answer: Federal specifications can be found in this publication. (4.1.2)
	Question: What is the <u>GSA Index of Federal Specifications, Standards, and Commercial Item Descriptions</u> ?
\$400	Answer: This type of purchase description should only be used to purchase a specific product or something similar. (4.1.4)
	Question: What is brand name or equal?
\$600	Answer: The contractor shall use only good materials, is an example of this: (4.2.3)
	Question: What is ambiguous or vague terms?

DOUBLE JEOPARDY

Amount	Category: Services:
\$200	Answer: These three occupations are not covered by the Service Contract Act. (5.2.1)
	Question: What are executive, administrative, and professional jobs?
\$400	Answer: This arrangement between a firm and its employees establishes wages and fringe benefits paid to the employees. (5.2.2)
	Question: What is a collective bargaining agreement?
\$600	Answer: This is generally valid for the life of the contract. (5.2.4)
	Question: What is a wage determination?

DOUBLE JEOPARDY

Amount	Category: Source Lists
\$200	Answer: These sources have had their products examined and tested for compliance with specification requirements. (introduction)
	Question: What are qualified sources?
\$400	Answer: Purge firms from the source list only if this still exists. (6.1.4)
	Question: What is adequate competition?
\$600	Answer: Purge these firms from the solicitation mailing list. (6.2.3)
	Question: Who are debarred or suspended, or no longer interested in submitting an offer?

DOUBLE JEOPARDY

Amount	Category: Set-Asides and 8(a)
\$200	Answer: These measurements are based on either the number of employees or annual average gross receipts of a company. (7.1.2)
	Question: What are size standards?
\$400	Answer: Products and services are classified by this. (7.1.2)
	Question: What are SIC codes?
\$600	Answer: This individual makes the final decision regarding a set-aside appeal. (Exhibit 7-3)
	Question: Who is the agency head?

DOUBLE JEOPARDY

Amount	Category: Competition
\$200	Answer: This is the only exception to full and open competition for which a J&A can be made and approved after award. (8.4)
	Question: What is urgency?
\$400	Answer: Procurements for alternative sources, set-asides, and 8(a) competition are in this category. (8.5)
	Question: What is full and open competition after the exclusion of sources.
\$600	Answer: These documents may consist of contracting actions for a group of the same or related supplies or services (8.3)
	Question: What is a class D&F or J&A?

Amount	Category: Lease vs. Purchase
\$200	Answer: The Government must determine whether to purchase the leased equipment or return it to the contractor. (9.4)
	Question: What is lease with the option to purchase?
\$400	Answer: The Government has committed to purchase the equipment at the end of a predetermined period is the description of this program. (9.4)
	Question: What is lease to ownership?
\$600	Answer: These are any three factors to consider in making lease/purchase determinations. (9.1)
	Question: What are (any 3): <ul style="list-style-type: none"> •Estimated length and extent of use •Financial/operating advantages of different types and makes •Cumulative rental payments •Net purchase price •Transportation and installation costs •Maintenance and other costs •Potential obsolescence •Availability of purchase options •Potential for reuse •Trade in or salvage value •Imputed interest •Availability of servicing capability

DOUBLE JEOPARDY

Amount	Category: EVALUATION FACTORS
\$200	Answer: This problem occurs when offers are high on some items and low on others. (10.3)
	Question: What are unbalanced offers?
\$400	Answer: These are non-price related factors. (10.5)
	Question: What are technical evaluation factors?
\$600	Answer: This requires that, with certain exceptions, only domestic end products shall be acquired for public use. (10.2)
	Question: What is the Buy American Act?

DOUBLE JEOPARDY

Amount	Category: Method of Procurement
\$200	Answer: This method requires contractors to bid on their technical proposals. (11.3)
	Question: What is 2-step sealed bidding?
\$400	Answer: You can use these methods when the requirement is less than \$25,000. (11.3)
	Question: What are small purchase procedures or simplified procedures?
\$600	Answer: These are the four factors that must be considered in selecting the best method of procurement. (11.3)
	Question: What are: <ol style="list-style-type: none"> 1. Competition 2. Adequate time 3. Award factors 4. Discussions

DOUBLE JEOPARDY

Amount	Category: Procurement Planning
\$200	Answer: This office is responsible for providing the government furnished property data. (12.3)
	Question: What is the program office or the RA?
\$400	Answer: A written procurement plan is, generally, prescribed by regulations and policy of this organization. (12.1)
	Question: What is the agency?
\$600	Answer: These are any three individuals who may provide approvals and/or coordinations. (12.3)
	Question: What are (any 3): <ul style="list-style-type: none"> •Legal counsel •Transportation officer •Competition advocate •Small business advisor •Program/requirements manager •Shipping and packaging personnel •Accounting and finance personnel •Quality assurance personnel

FINAL JEOPARDY QUESTION:

Answer: In most of the lessons in this course, you had to perform this step first.

Question: What is conduct market research and review acquisition histories?
(if students answer either, give it to them)

SINGLE JEOPARDY SHEET											
PRs	Fundi ng	Mrkt Rsrch	Specs / SOW	Servi ces	Srce Lists	Set- aside s 8(a)	Com petiti on	Lease vs Pur.	Eval factor s	Meth od of procu re.	Procu reme nt Plng
\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300

DOUBLE JEOPARDY SHEET											
PRs	Fundi ng	Mrkt Rsrch	Specs / SOW	Servi ces	Srce Lists	Set- aside s 8(a)	Com petiti on	Lease vs Pur.	Eval factor s	Meth od of procu re.	Procu reme nt Plng
\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200
\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400
\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600